Unit Resources

Note: The following materials may be used when teaching Unit 2.
Chapter and section level support materials can be found on the chapter and section resource pages.

TEACHING TRANSPARENCIES

- Writing Process Transparencies **L1**

DIFFERENTIATED INSTRUCTION

- Step Into World History Activity 2 **L1**

ASSESSMENT

- Unit 2 Test Form A **L2**
- Unit 2 Test Form B **L2**

ADDITIONAL RESOURCES

- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 1
- Glencoe World History Primary Source Document Library CD-ROM
- Focus on World Art Prints
- Outline Map Resource Book
- World Desk Map
- World Art and Architecture Transparencies
- World Music: Cultural Traditions
- World Music: A Cultural Legacy
- Glencoe World Literature Library
- Reading in the Content Area
- Teaching Strategies for the World History Classroom (Including Block Scheduling Pacing Guides)
- Inclusion Strategies for the Middle School Social Studies Classroom

Blackline Master
Poster
Transparency
Music Program
CD-ROM
Audio Program
DVD
Videocassette

READING SUPPORT FROM JAMESTOWN EDUCATION

- ***Timed Readings Plus in Social Studies*** help students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- ***Reading in the Content Area: Social Studies*** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- ***Reading Fluency*** helps students read smoothly, accurately, and expressively.
- ***Jamestown's Reading Improvement,*** by renowned reading expert Edward Fry, focuses on helping build your students' comprehension, vocabulary, and skimming and scanning skills.
- ***Critical Reading Series*** provides high-interest books, each written at three reading levels.

To order these products, call Glencoe at 1-800-334-7344.

Reading List Generator CD-ROM — GLENCOE BOOKLINK

The Glencoe BookLink CD-ROM is a database that allows you to search more than 15,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this unit:

For students at a Grade 5 reading level:
- ***Dateline: Troy,*** by Paul Fleischman

For students at a Grade 6 reading level:
- ***Shower of Gold: Girls and Women in the Stories of India,*** by Uma Krishnaswami

For students at a Grade 7 reading level:
- ***China: City and Village Life,*** by Julia Waterlow

To order this CD-ROM, call Glencoe at 1-800-334-7344.

Unit Reading Strategies

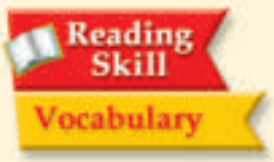
Each chapter in this unit contains special reading strategies. The following preview will help you teach these reading skills to your students.

CHAPTER 4: Making Connections

Making connections from the printed word to what readers have seen, heard, read about, or experienced in their own lives provides a framework on which to build new information. Discovering such connections builds cognitive reading and understanding. While this may seem simple, it is necessary that this become a part of a reader's natural processing in order to effectively comprehend new text. Often, teachers must assist readers in making these vital connections by asking questions that guide students to make such connections.

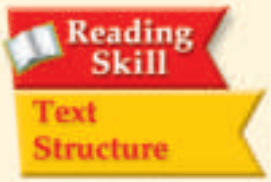
CHAPTER 5: Using Context Clues

Using context clues involves looking for the meaning of difficult words and passages by using the phrases and words located nearby. Seeing a word, phrase, or concept within its context will provide valuable insights on how the word or concept is intended to be understood. Students who are capable of using context clues, such as synonyms, explanations in the sentence, or nontext features such as graphs and illustrations, will comprehend the text more easily and fully.



CHAPTER 6: Building Your Vocabulary

This skill uses techniques similar to those found in "Using Context Clues." Both emphasize the importance of developing vocabulary in order to aid comprehension of text materials. When there are terms students do not understand, students can use context to determine meaning. They can also look for clues in prefixes, suffixes, or root words; look the word up in the glossary or dictionary; ask someone for help; or simply guess based on what they have read. Ultimately, a solid and growing vocabulary is essential to good comprehension.



CHAPTER 7: Headings and Punctuation

Many students jump directly into a text, ignoring print signals that make reading easier. Without understanding that text structure and punctuation marks direct student reading much like road signs direct travelers, student navigation of the text can become laborious and limit understanding. In this skill, students learn how proficient readers use headings, subheadings, words in bold, punctuation marks, and other text features as valuable comprehension tools.

Use the **SkillBuilder Handbook** on pages 902–919 to help students practice important skills.

Introducing Unit 2

0:00 Out of Time?

If time does not permit teaching each chapter in this unit, you may use the *Reading Essentials and Study Guide* summaries.

Unit Overview

Unit 2 describes the development and contributions of ancient Greece, India, and China.

Unit Objectives

After studying this unit, students should be able to

1. trace the rise of Greek city-states with an emphasis on Athens and Sparta, and describe Greek cultural accomplishments and the spread of Greek culture;
2. discuss early Indian civilizations and empires, including the development of Hinduism and Buddhism;
3. explore China's first civilizations and the rise of the Qin and Han dynasties.

Why It's Important

Tell students that our civilization is a product of the accomplishments of earlier civilizations. Ask them how their lives would be different without the accomplishments of early Greece, China, and India. L2

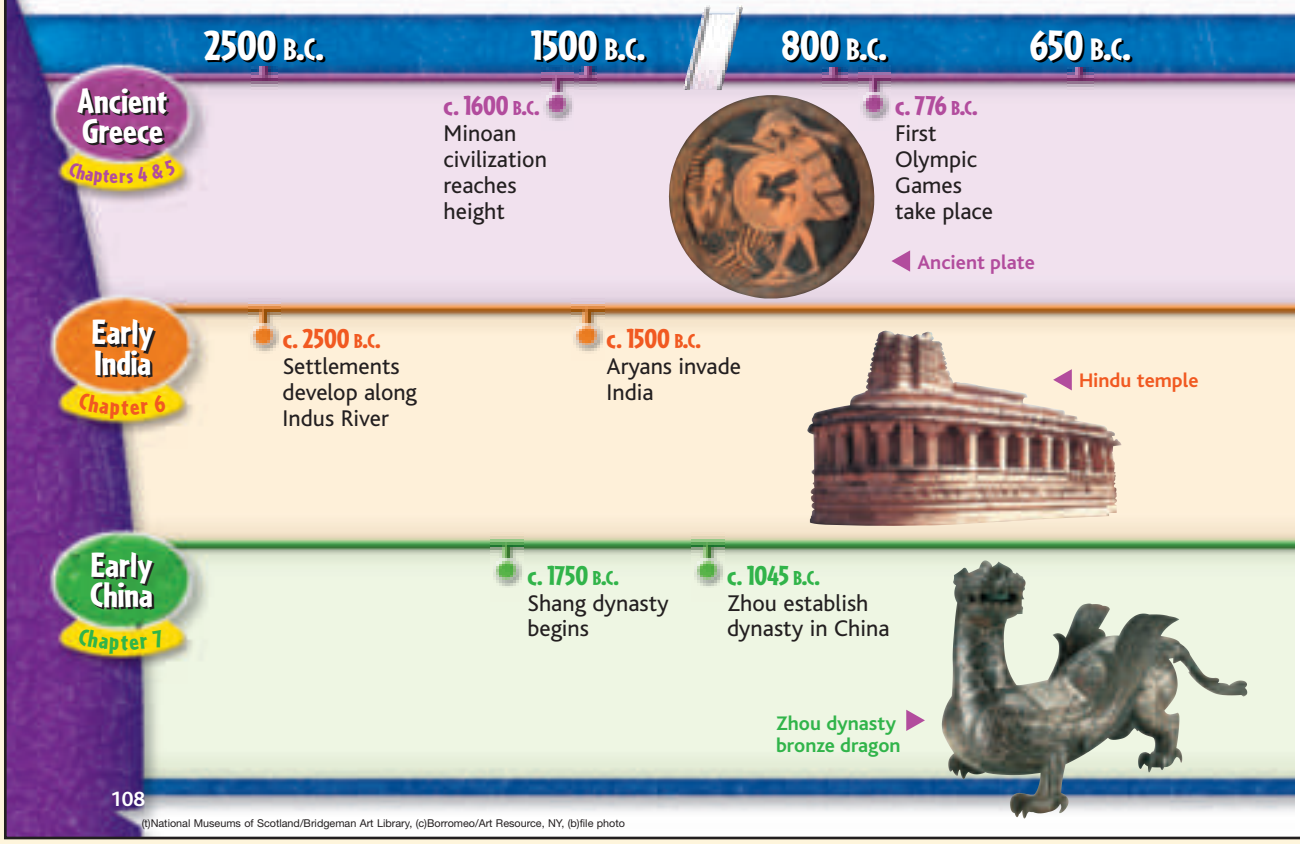
Unit 2

The Ancient World

Why It's Important

Each civilization that you will study in this unit made important contributions to history.

- The Greeks developed democratic government.
- The ancient Chinese created paper.
- The people of India invented the concept of zero.



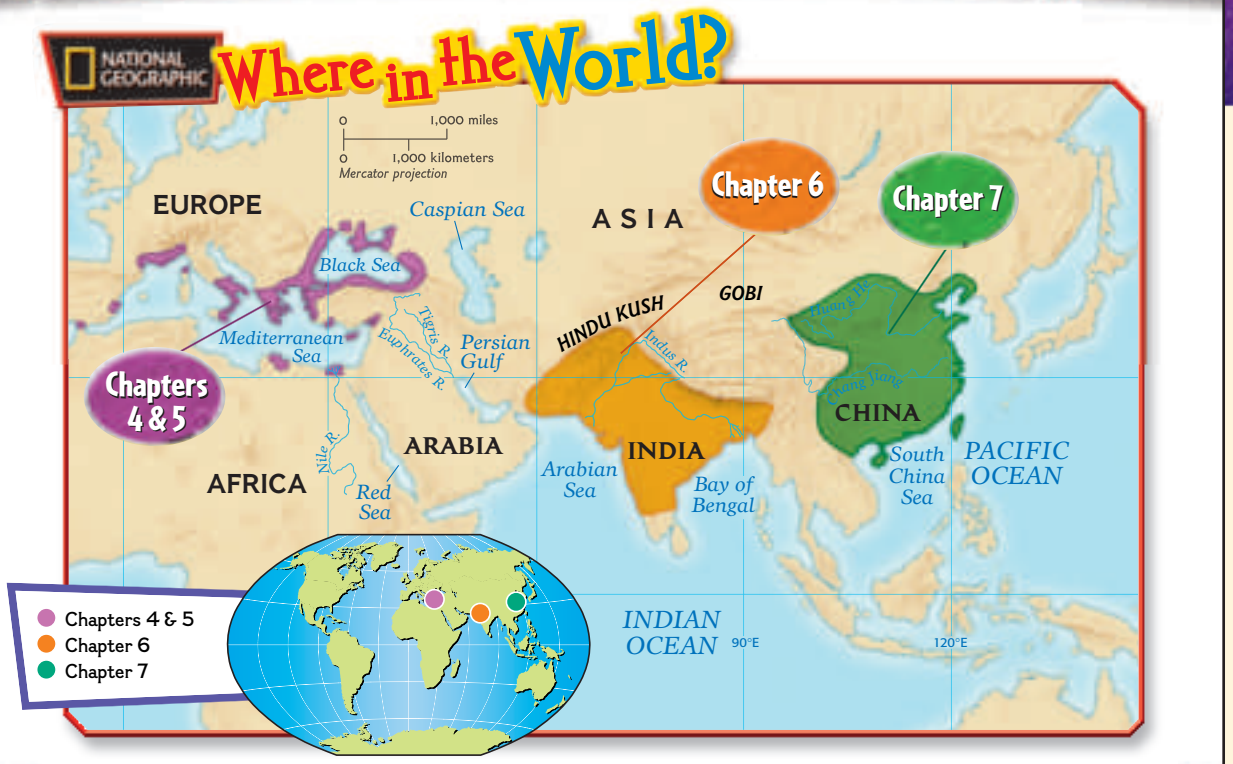
108

(t)National Museums of Scotland/Bridgeman Art Library, (c)Borromeo/Art Resource, NY, (b)file photo

TIME LINE ACTIVITY

Have students use the multiple-tier time line on these pages to develop a time frame for the period they will be studying in this unit. Assign groups of students ranges of time in the upper time line and then have them describe what was happening in other parts of the world during this period. Then have them create their own copy of the time line with room to add information. As students read the chapters in the unit, have them add significant events to the time line. L1

Introducing Unit 2

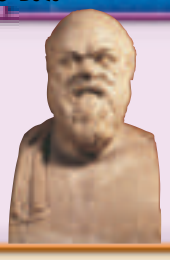


500 B.C. | **350 B.C.** | **200 B.C.** | **50 B.C.** | **A.D. 100**

490 B.C. Greeks and Persians fight the Battle of Marathon

399 B.C. Socrates tried for his teachings

c. 330 B.C. Aristotle develops theories about government



◀ Statue of Socrates

c. 530 B.C. Siddhartha Gautama founds Buddhism in India

c. 321 B.C. Chandragupta Maurya unites northern India

273 B.C. Asoka begins rule in India

◀ Statue of the Buddha

c. 530 B.C. Confucius develops his philosophy in China

◀ Statue of horse from Han dynasty

c. 100 B.C. Silk Road links China and the Middle East

c. A.D. 100 Buddhism spreads from India to China

(t)Scala/Art Resource, NY, (c)Hugh Sitton/Getty Images, (b)Erich Lessing/Art Resource, NY

GLENCOE TECHNOLOGY

World History Primary Source Document Library CD-ROM

Use the **World History Primary Source Document Library CD-ROM** to access primary source documents related to the ancient world.

NCLB No Child Left Behind

Teaching Tip To help achieve some of the goals of the NCLB Act, you might try a shared writing exercise in which you act as the scribe while students dictate their answers or messages. Have them look over each tier in the time line and the **Where in the World?** map. Ask questions such as: Where is our journey going to take us in this unit? What are some of the important stopping points along the way? Who are some of the people we might meet? What big events can we expect to see? Record student answers on the board. Encourage students to modify the answers/messages that you are recording as they see their words in writing.

DIFFERENTIATED INSTRUCTION

English Learners: Have students write down unfamiliar words from the time line on separate index cards. Then have pairs of students look up these terms in the glossary in the back of the text or in a dictionary.

Verbal/Linguistic: Ask students to organize a geography bee in which they name an accomplishment, event, or person. The rest of the class should call out the civilization to which each is linked—Greece, India, or China.

Gifted and Talented: Have students research and prepare reports called "Milestones in Human Culture." Reports should focus on at least one event in each of the three civilizations.

Introducing Unit 2

FOCUS

The unit preview provides a general layout of the regions and significant figures covered in the unit.

Previewing Geography

Ask students to answer the following questions using the map.

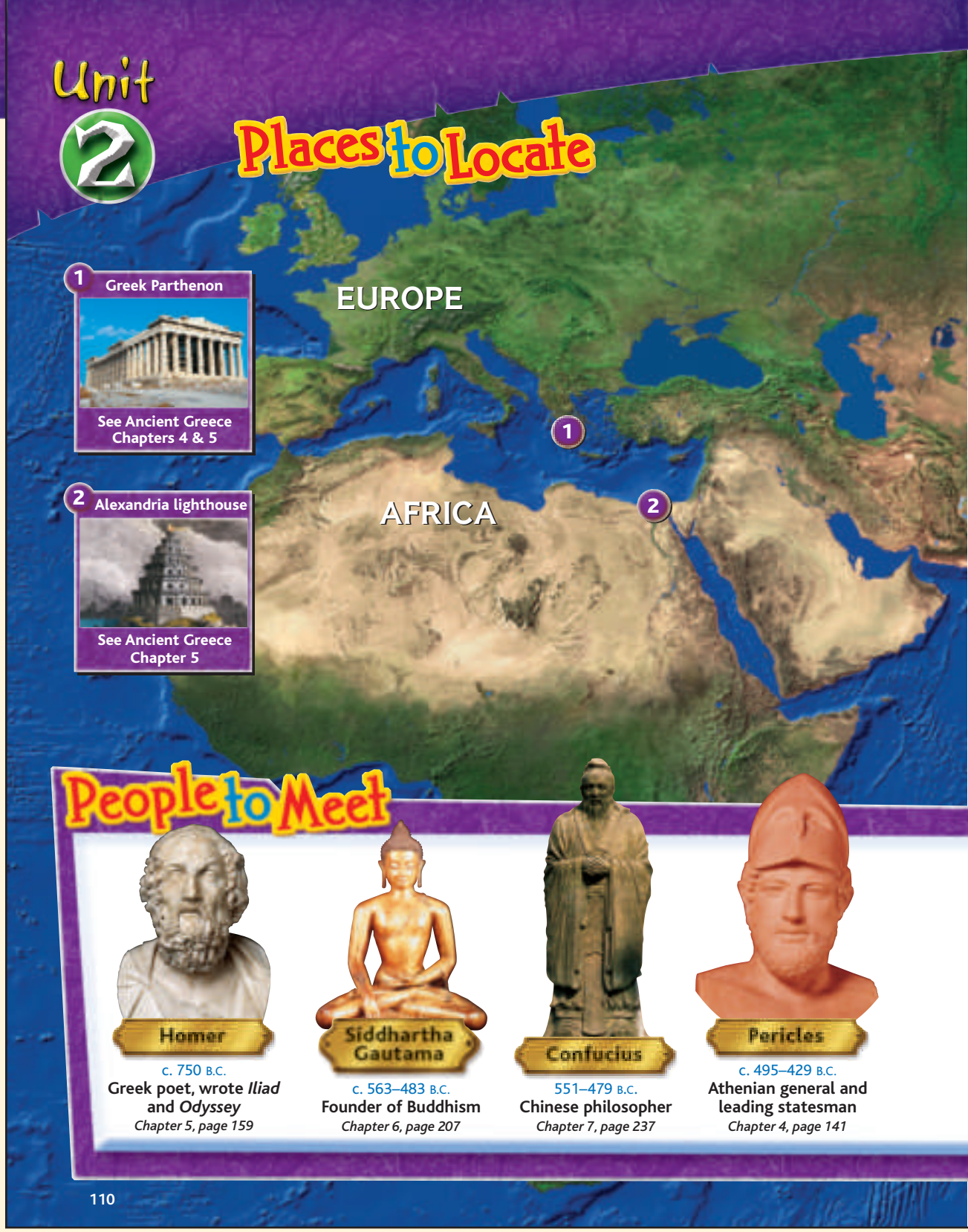
1. **Greece lay at a central location near three major continents. Name them.** *(Europe, Africa, Asia)* **L2**
2. **Which civilization was China's closest neighbor?** *(India)* **L1**
3. **What geographic features helped isolate China?** *(mountains)* **L1**

Previewing People to Meet

Ask students the following questions using the biographies.

1. **Which one of these people founded the religion of Buddhism?** *(Siddhartha Gautama)* **L1**
2. **What were Homer's famous achievements?** *(wrote* Iliad *and* Odyssey*)* **L1**
3. **What were common characteristics of these leaders?** *(Answers will vary, but students may note that they were thinkers and/or soldiers.)* **L2**

Refer to **People to Meet Activities** in the Unit Resources Books.

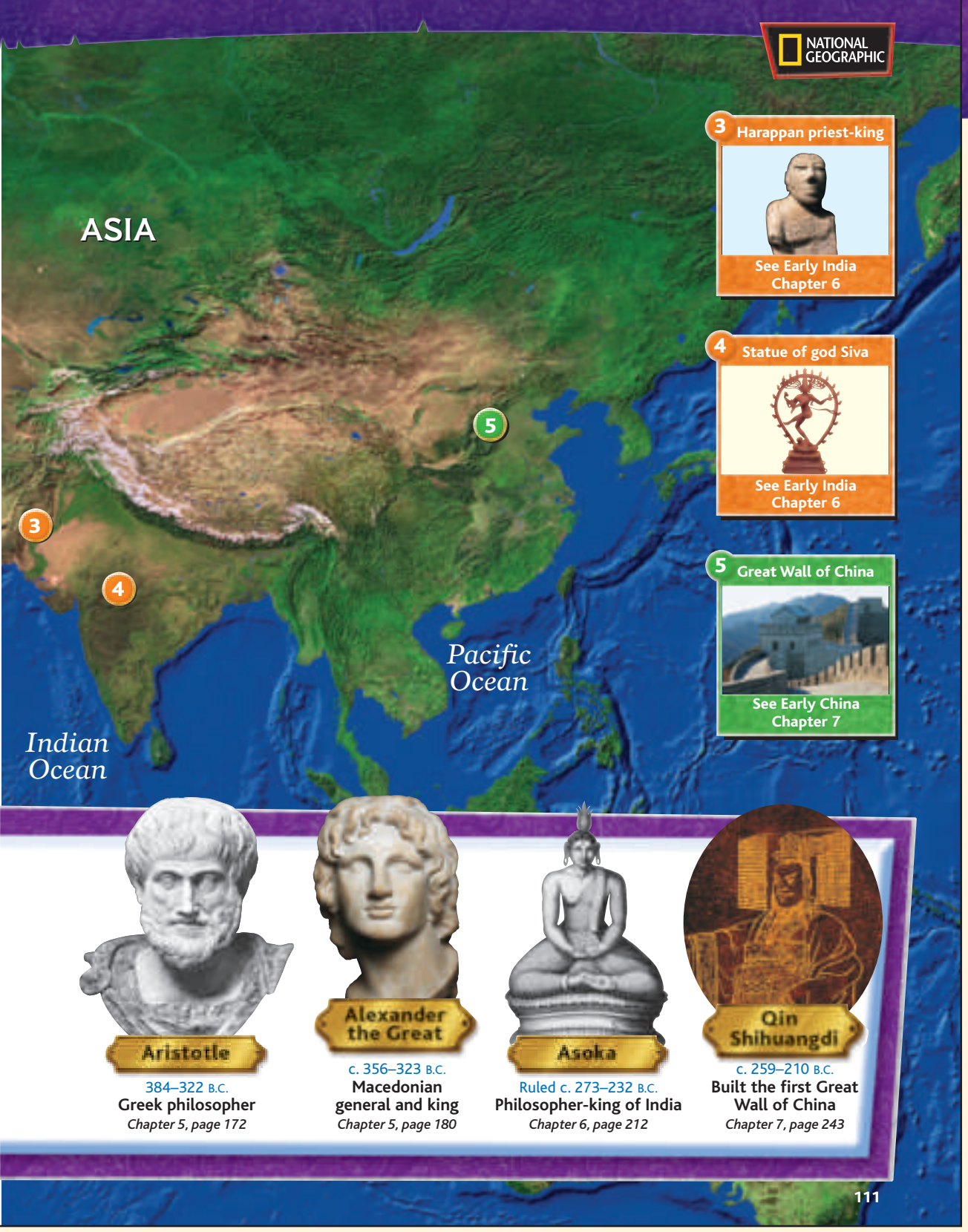


Previewing Places to Locate

Use the following descriptions to explain the images on the map.

1
The Parthenon in Athens represents one of the crowning achievements of Greek architecture.

2
The lighthouse in Alexandria, built around 280 B.C., lasted until the A.D. 1300s. It provided a guiding light for ships miles out to sea.



Previewing Places to Locate

3 This statue of a priest-king shows the high level of civilization of a Harappan city called Mohenjo-Daro. Scholars think it was the capital of a large state near the Indus River.

4 Siva is one of the important Hindu gods. He can create with one hand and destroy with the other.

5 The Great Wall of China was first begun by the Qin. It covered thousands of miles.

Introducing Unit 2

TEACH

Organizing Information Have students create a graphic organizer like the one below to organize information about the figures in the unit preview. *(Answers are provided.)* L1/ EL

Historical Figure	Civilization
Asoka	India
Aristotle	Greece
Siddhartha Gautama	India
Pericles	Greece
Homer	Greece
Confucius	China
Shihuangdi	China
Alexander the Great	Macedonia

Creating a Map Provide students with a copy of a map of the region covered in Unit 2 from the *Outline Map Resource Book.*

- Have students number each of the historical figures shown at the bottom of the unit preview.
- Tell students to label their maps with the number of each figure in the correct location.
- Ask students to discuss the prominent features of each civilization. L2

Chapter 4 Resources

Note: The following materials may be used when teaching Chapter 4.
Section level support materials are shown at point of use in the margins of the Teacher Wraparound Edition.

TEACHING TRANSPARENCIES

- Graphic Organizer Transparencies with Teaching Strategy and Student Activity **L2**
- Cause-and-Effect Transparencies with Teaching Strategy and Student Activity **L2**
- Then and Now Transparencies with Teaching Strategy and Student Activity **L2**
- In-text Map Transparency with Teaching Strategy and Student Activity **L1**
- Map Transparencies with Overlay, Teaching Strategy, and Student Activity **L2**

DIFFERENTIATED INSTRUCTION

- Differentiated Instruction Activity 4
- Time Line Activity 4
- Primary Source Reading 4 (with Document-Based Questions)
- Inclusion Strategies for the Middle School Social Studies Classroom
- StudentWorks Plus™ CD-ROM (with Audio Program)

READING SUPPORT

- Take-Home Review Activity 4 **L2**
- World Literature Reading 4 **L2**
- Workbook Activity 4 **L1**
- Reading Strategies for the Social Studies Classroom **L1/ EL**

ASSESSMENT

- Authentic Assessment Activity 4 **L1/ EL**
- Chapter 4 Test Form A **L2**
- Chapter 4 Test Form B **L2**
- ExamView® Pro Testmaker CD-ROM

INTERDISCIPLINARY CONNECTIONS

- Geography and History Activity 4 **L2**
- People to Meet Activity 4 **L2**
- Economics Activity 4 **L2**
- Citizenship and Service Learning Activity 4 **L2**

SPANISH RESOURCES

- Spanish Reading Essentials and Study Guide
- Spanish Guided Reading Activities
- Spanish Quizzes, Tests, and Authentic Assessment (with Rubrics)
- Spanish Take-Home Review Activities

MULTIMEDIA

- ExamView® Pro Testmaker CD-ROM
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 1
- Interactive Tutor Self-Assessment CD-ROM
- MindJogger Videoquiz
- Presentation Plus! CD-ROM
- StudentWorks Plus™ CD-ROM (with Audio Program)
- TeacherWorks CD-ROM
- Vocabulary PuzzleMaker CD-ROM
- *World History: Journey Across Time* Video Program
- World History Primary Source Document Library CD-ROM

STANDARDIZED ASSESSMENT SKILLS

- Standardized Test Skills Practice Workbook Activity 4 **L2**
- Critical Thinking Skills Activity 4 **L2**

Teaching strategies have been coded with suggested ability levels. However, most are suitable for all levels.

L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
EL ENGLISH LANGUAGE activities

Chapter 4 Resources

TIME MANAGEMENT

Unit Introduction	Chapter Introduction	Section 1	Section 2	Section 3	Section 4	Chapter Wrap-Up
1 Day	1 Day	2 Days	1 Day	1 Day	2 Days	1 Day

Block Scheduling Activities that are suited to use within the block scheduling framework are identified by:

OUT OF TIME? Assign the Chapter 4 ***Reading Essentials and Study Guide.****

SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
Section 1 **The Early Greeks** **1.** The geography of Greece influenced Greece's early civilizations—the Minoans and the Mycenaeans. **2.** Colonies and trade spread Greek culture, which included the idea of citizenship.	Reproducible Lesson Plan 4–1 Vocabulary Activity 4–1 Guided Reading Activity 4–1* Section Quiz 4–1* Reading Essentials and Study Guide 4–1*	Daily Focus Skills Transparency 4–1 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM
Section 2 **Sparta and Athens** **1.** Tyrants seized control over many city-states. **2.** The Spartans focused on military rule, while the Athenians were more interested in democracy.	Reproducible Lesson Plan 4–2 Vocabulary Activity 4–2 Guided Reading Activity 4–2* Section Quiz 4–2* Reading Essentials and Study Guide 4–2*	Daily Focus Skills Transparency 4–2 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM
Section 3 **Persia Attacks the Greeks** **1.** The Persian Empire united a wide area under a single government. **2.** Sparta and Athens joined forces to defeat the Persians.	Reproducible Lesson Plan 4–3 Vocabulary Activity 4–3 Guided Reading Activity 4–3* Section Quiz 4–3* Reading Essentials and Study Guide 4–3*	Daily Focus Skills Transparency 4–3 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM
Section 4 **The Age of Pericles** **1.** Athens became very powerful and more democratic. **2.** Athens and Sparta went to war over control of Greece.	Reproducible Lesson Plan 4–4 Vocabulary Activity 4–4 Guided Reading Activity 4–4* Section Quiz 4–4* Reading Essentials and Study Guide 4–4*	Daily Focus Skills Transparency 4–4 Interactive Tutor Self-Assessment CD-ROM ExamView® Pro Testmaker CD-ROM Presentation Plus! CD-ROM Vocabulary PuzzleMaker CD-ROM Glencoe BookLink CD-ROM

*Also available in Spanish

Chapter 4 Resources

History Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit jat.glencoe.com, the Web site companion to *World History: Journey Across Time*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Homework Helper
- Student Web Activities
- Textbook Updates

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans.** Additional Web resources and Interactive Tutor puzzles are also available.

A&E HOME VIDEO · Biography · The History Channel

The following videotape programs are available from Glencoe as supplements to Chapter 4:

Lost City of Atlantis
(ISBN 0-7670-0627-5)

Mystical Monuments of Ancient Greece
(ISBN 0-7670-0012-9)

The Trojan City
(ISBN 0-7670-0647-X)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: www.aande.com
The History Channel: www.historychannel.com

MEETING SPECIAL NEEDS

In addition to the Differentiated Instruction strategies, the following resources are suitable for students with special needs:

- ***ExamView® Pro Testmaker CD-ROM*** allows teachers to tailor tests by reducing answer choices.
- ***StudentWorks Plus™ CD-ROM (with Audio Program)*** includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
- The ***Reading Essentials and Study Guide*** provides the same content as the student edition but is written two grade levels below the textbook.

NATIONAL GEOGRAPHIC TEACHER'S CORNER

Index to National Geographic Magazine:

The following articles relate to this chapter:

- "Golden Age Treasures," by George Bass, March 2002.
- "Ancient Greece, Part 1," by Caroline Alexander, December 1999.
- "Ancient Greece, Part 2" and "Ancient Greece, Part 3," by Caroline Alexander, February and March 2000.

National Geographic Society Products:

To order the following, call National Geographic at 1–800–368–2728

- *PicturePack: Ancient Civilizations: Ancient Greece* (Transparencies)
- *PictureShow: Ancient Civilizations: Greece and Rome* (CD-ROM)

NGS ONLINE

Access National Geographic's new dynamic MapMachine Web site and other geography resources at:

www.nationalgeographic.com
www.nationalgeographic.com/maps

Meeting NCSS Standards

World History: Journey Across Time

The following standards are highlighted in Chapter 4:

Section 1
- III People, Places, and Environments: B, H, I, J
- V Individuals, Groups, and Institutions: A

Section 2
- III People, Places, and Environments: B
- VI Power, Authority, and Governance: A, B, C, F

Section 3
- II Time, Continuity, and Change: C, D
- III People, Places, and Environments: B, D
- VI Power, Authority, and Governance, C, F

Section 4
- I Culture: A
- II Time, Continuity, and Change: C
- X Civic Ideals and Practices: A

State and Local Objectives

Chapter 4 Resources

Timesaving Tools

TeacherWorks
All-In-One Planner and Resource Center

- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative and relevant.

PRESENTATION Plus!

Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

FOLDABLES™ Study Organizer

Dinah Zike's Foldables

Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Every chapter contains a foldable activity, with additional chapter activities found in the ***Reading and Study Skills Foldables*** booklet. You can use the foldables as they are presented, or modify them to suit the needs of your individual class.

Planning Ahead

Chapter Culminating Activity

The Chapter Culminating Activity will help students organize and learn the important information from the chapter. Begin the chapter with this activity, and have students complete it as a culminating activity.

Creating an ABC Organizer

Purpose An ABC organizer helps students gather information while they read or review a chapter. It encourages them to look for terms, concepts, key ideas, or facts related to each letter of the alphabet. The organizer can be done individually, in small groups, or as a whole-class activity.

Introduction to Modeling

1. Have students read the **Chapter Preview** to gain a grasp of the main ideas in each section.
2. Introduce the concept of an ABC organizer. Copy the following model on the board or distribute copies for students to use in preparing their charts. Have students use large drawing paper or poster board for the complete chart, or index cards for each letter, which would later be pasted onto poster board.
3. Have students find important ideas, names, and terms from the chapter that begin with each letter. Tell them to include a short definition with each entry.

ABCs of Ancient Greece		A	B	C
		D	E	F
G	H	I	J	K
L	M	N	O	P
Q	R	S	T	U
V	W	X	Y	Z

4. Some letters, such as *J* and *U*, may be more difficult and require creativity. Sample entries include: **J**umping—one of the contests at the ancient Olympics; **U**ndersea earthquakes—may have caused waves that destroyed Minoan cities.
5. Finished organizers will be excellent study aids for the chapter test and writing essays.

Use the **SkillBuilder Handbook** on pages 902–919 to help students learn the skill of taking notes.

Introducing Chapter 4

Authentic Assessment

Refer to Activity 4 in the Authentic Assessment section of the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.

When & Where?

Refer students to the time line on this page. **Ask:** What was one of the dominant features of political life in ancient Greece? *(Most students will note the armed conflicts.)* Tell students that they will learn about these conflicts and the way in which the Greeks responded. L2

GLENCOE TECHNOLOGY

World History: Journey Across Time Video Program

To learn more about ancient Greece, students can view the Chapter 4 video in the ***World History: Journey Across Time* Video Program.**

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to preview Chapter 4 content.

Available in DVD and VHS

Chapter 4

The Ancient Greeks

The Parthenon rises above the city of Athens. The people of ancient Greece built this temple to celebrate their goddess Athena.

NATIONAL GEOGRAPHIC

When & Where?

700 B.C.	600 B.C.	500 B.C.	400 B.C.
c. 750 B.C. Greece's Dark Age comes to an end	c. 650 B.C. Tyrants overthrow nobles in city-states	480 B.C. Xerxes invades Greece	431 B.C. Peloponnesian War begins

Vanni Archive/CORBIS

Reading Strategy PURPOSE FOR READING

Seed Discussion Tell students that democracy got its start in ancient Greece. Ask students to reach a consensus on a definition of *democracy* as they understand it. **Ask:** Do you think democracy meant the same thing to the ancient Greeks as it means to us? Why or why not? *(Activate prior knowledge by recalling how our own definition of democracy has expanded since the U.S. Constitution was written, including such things as voting rights for all adults.)* Record and save responses. Then direct students to focus on the development and meaning of democracy as they read Chapter 4.

Repeat this activity at the end of the chapter. Ask students to identify some of the things they learned about Greek democracy. L2

Chapter Preview

Greek civilization began almost 4,000 years ago, but Greek ideas about government, science, and the arts are still important today.

View the Chapter 4 video in the *World History: Journey Across Time* Video Program.

History Online

Chapter Overview Visit jat.glencoe.com for a preview of Chapter 4.

Section 1 The Early Greeks

The earliest civilizations in Greece were the Minoans and the Mycenaeans. Greece's mountains, climate, and surrounding seas played a large role in their history.

Section 2 Sparta and Athens

Athens and Sparta became the two most powerful city-states in ancient Greece. Sparta focused on its military force, while Athens focused on trade, culture, and democracy.

Section 3 Persia Attacks the Greeks

The Persian Empire gained control of most of southwest Asia. However, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.

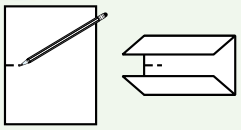
Section 4 The Age of Pericles

Under the leadership of Pericles, Athens became a powerful city-state and culture blossomed.

FOLDABLES Study Organizer

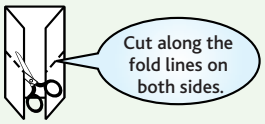
Summarizing Information *Make this foldable to help you organize and summarize information about the ancient Greeks.*

Step 1 *Mark the midpoint of a side edge of one sheet of paper. Then fold the outside edges in to touch the midpoint.*

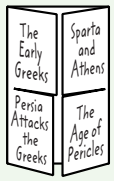


Step 2 *Fold the paper in half again from side to side.*

Step 3 *Open the paper and cut along the inside fold lines to form four tabs.*



Step 4 *Label as shown.*



Reading and Writing

As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

Introducing Chapter 4

History Online

Introduce students to chapter content and key terms by having them access **Chapter Overview 4** at jat.glencoe.com

Chapter Preview

After reading Chapter 4, students should be able to

1. describe how geography and the Minoan and Mycenaean civilizations influenced Greek culture;
2. compare the city-states of Sparta and Athens;
3. identify the causes and effects of Greek wars with Persia;
4. describe Athens under the leadership of Pericles and reasons Athens declined.

FOLDABLES Study Organizer

Dinah Zike's Foldables

Purpose This foldable helps students identify and record the main ideas and supporting details in each section of the chapter. Make sure students understand the difference between the two items.

Have students complete ***Reading and Study Skills Foldables*** Activity 4.

MORE ABOUT THE PHOTO

The Parthenon The Parthenon was built on the Acropolis, the fortified center of Athens. It was a holy site. Many other temples were built there, including the Erechtheum—a small temple dedicated to Athena and Poseidon; the Temple of Athena Nike—dedicated to the goddess of victory; and the Sanctuary of Zeus—where burnt offerings were made to the chief god. The Parthenon stood as the grandest of all temples on the hill. It was built to honor the goddess Athena with money collected from Athens's empire. High walls surrounding the rocky hill protected the temples there. The Athenians would flee to the Acropolis as a last resort in times of war.

1 Learn It!

Good readers visualize details of the text as they read, making connections between the known and the unknown. Help students visualize by reading aloud a particularly vivid or interesting passage and asking them what they "see" as you are reading. Remind them to think of places they may already be familiar with through movies, books, or other experiences. Read the following passage from page 118 aloud as a way to practice this technique with students:

> The palace at Knossos (NAH•suhs) revealed the riches of an ancient society. Its twisting passageways led to many different rooms: private quarters for the royal family and storerooms packed with oil, wine, and grain. Other spaces were workshops for making jewelry, vases, and small ivory statues. The palace even had bathrooms.

Some students may wish to draw as you read to help them make the visualization more concrete. L1/ EL

Chapter 4

Reading Social Studies

Reading Skill
Making Connections

1 Learn It!

Use What You Know

Unlock meaning by making a connection between what you read and what you already know. Your own experiences can help you understand words or ideas that are unfamiliar. Read the paragraph below. Make a connection between a Greek **agora** and a place that is familiar to you.

Do you know what an **agora** looks like?

Below the acropolis was an open area called an **agora** (A • guh • ruh). This space had two functions: it was both a market and a place where people could meet and debate issues.

— from page 122

You know what a *market* looks like. Can you also visualize *a place where people could meet*? If so, then you have a good idea of what an agora might look like.

Reading Tip

Try to create a picture in your mind as you read. Imagine a mini-movie as you "see" what the author is describing.

Reading Strategy THINK ALOUD

A powerful way to help students internalize the process of comprehension is to read aloud to them and stop frequently to verbalize your own methods of comprehension. For example, you might stop when you come to a difficult word and "talk through" how you come to know its meaning based on the context of the passage. You could share your own visualization or connection as you read to demystify the process of reading. This type of modeling is extremely effective in helping students understand how good readers construct meaning from text.

2 Practice It!

Making the Connection

Read the following paragraph from Chapter 4. What ideas can you connect to your own experiences? Use the questions below to help you begin a class discussion about things in your life that relate to life in ancient Greece.

Read to Write

Choose one of the connections from your discussion. Write a paragraph to explain why you made such a connection. Use vivid details.

At age 20, Spartan men entered the regular army. The men remained in military barracks for 10 more years. They ate all their meals in dining halls with other soldiers. A typical meal was a vile-tasting dish called black broth—pork boiled in animal blood, salt, and vinegar.

Spartans returned home at age 30 but stayed in the army until age 60. They continued to train for combat. They expected to either win on the battlefield or die, but never to surrender. One Spartan mother ordered her son to "Come home carrying your shield or being carried on it."

—from pages 126–127

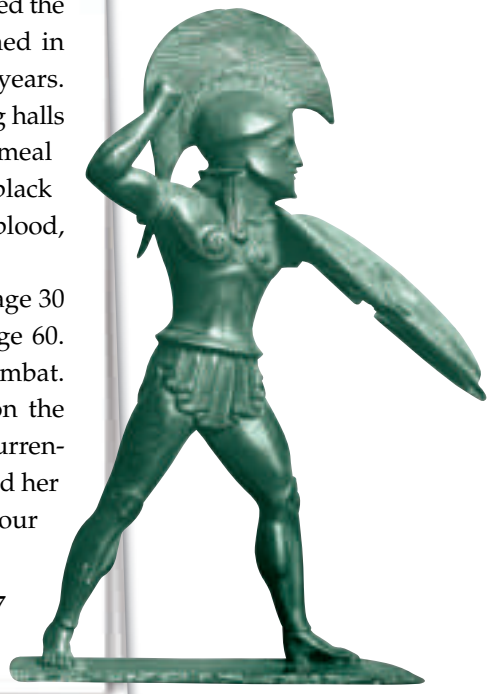


Foto Marburg/Art Resource, NY

- Do you have any family members or friends who are 20 years old? What would they say if they were required to serve in the army for 40 years?
- Have you ever seen or tasted food that looks like "black broth"?

3 Apply It!

As you read the chapter, choose five words or phrases that make a connection to something you already know.

2 Practice It!

Visualizing Group students in pairs. Have students skim through the chapter and choose a passage that interests them, one with which they can easily make a connection. The first student will read his or her chosen passage aloud. The other student will draw, write, or describe orally what he or she visualizes as the passage is read. Students will then exchange roles.

Share the visualizations by displaying the drawings or allowing students to read their pieces to the class as a way of activating background knowledge and enhancing comprehension. L1

3 Apply It!

Have students create a connection board of artifacts that connect the chapter of study to their daily lives. Encourage them to use magazine pictures, drawings, stories, Web-based research, and reviews of movies or books that are related to the chapter. Showing clips of movies related to Greek times is another way to demonstrate to students how visualizations are created from printed text. L2

Reading Strategy READ TO WRITE

To help students make connections and visualize as they read, they can turn the text into scenes from movies. After reading about King Minos, for example, have students create a script with Minos as the star. What actor would students choose to play his part in a film? Where would it be filmed? Who would be the voice of the Minotaur? What series of events would happen to create a plot in a movie?

Refer to the ***Quizzes, Tests, and Authentic Assessment (with Rubrics)*** booklet for rubrics.

1 FOCUS

SECTION OVERVIEW

This section describes the impact of geography on ancient Greece and the rise of the Minoan and Mycenaean civilizations.

BELLRINGER
SKILLBUILDER ACTIVITY

Project **Daily Focus Skills Transparency 4–1** and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Explain the meaning of *peninsula. (body of land with water on three sides)* Point out Greece's location on a peninsula, and have students speculate about ways that location might have influenced how the early Greeks lived.

Answers to Graphic: Possible answers: a tiny country; main gathering place on a hill; a fortified area called an acropolis; agora—marketplace and meeting area; varied in size and population

Section 1

The Early Greeks

Get Ready to Read!

What's the Connection?

In Chapters 1 and 2, you learned about Mesopotamia and Egypt. These civilizations grew up in great river valleys with rich soil. Greece had no great river valleys. Instead, it had mountains, rocky soil, and many miles of seacoasts.

Focusing on the Main Ideas

- The geography of Greece influenced where people settled and what they did. *(page 117)*
- The Minoans earned their living by building ships and trading. *(page 118)*
- Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region. *(page 119)*
- Colonies and trade spread Greek culture and spurred industry. *(page 121)*
- The idea of citizenship developed in Greek city-states. *(page 122)*

Locating Places

Crete (KREET)
Mycenae (my•SEE•nee)
Peloponnesus (PEH•luh•puh•NEE•suhs)

Meeting People

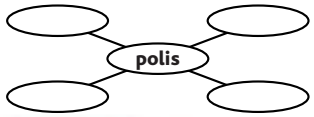
Agamemnon (A•guh•MEHM•nahn)

Building Your Vocabulary

peninsula (puh•NIHN•suh•luh)
colony (KAH•luh•nee)
polis (PAH•luhs)
agora (A•guh•ruh)

Reading Strategy

Finding Details Draw a diagram like the one below. In each oval write one detail about a polis.



NATIONAL GEOGRAPHIC

When & Where?

2000 B.C.
c. 2000 B.C. Minoans control eastern Mediterranean

1250 B.C.
c. 1200 B.C. Mycenaean civilization declines

500 B.C.
c. 750 B.C. Greece's Dark Age comes to an end

SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 4–1
- Daily Lecture and Discussion Notes 4–1
- Vocabulary Activity 4–1
- Active Reading Note-Taking Guide 4–1
- Guided Reading Activity 4–1
- Section Quiz 4–1
- Reading Essentials and Study Guide 4–1

Transparencies
- Daily Focus Skills Transparency 4–1

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

The Geography of Greece

Main Idea **The geography of Greece influenced where people settled and what they did.**

Reading Focus Do you rake leaves in the fall? Do you walk uphill to school? Your answers explain how geography shapes your life. Read to learn how geography shaped life in early Greece.

If you fly over Greece today, you will see a mountainous land framed by sparkling blue water. To the west is the Ionian (eye•OH•nee•uhn) Sea, to the south is the Mediterranean Sea, and to the east is the Aegean (ih•JEE•uhn) Sea. Hundreds of islands lie offshore, stretching across to Asia like stepping-stones. Mainland Greece is a **peninsula** (puh•NIHN•suh•luh)—a body of land with water on three sides.

Many ancient Greeks made a living from the sea. They became fishers, sailors, and traders. Others settled in farming communities. Greece's mountains and rocky soil were not ideal for growing crops. However, the climate was mild, and in some places people could grow wheat, barley, olives, and grapes. They also raised sheep and goats.

Ancient Greeks felt deep ties to the land, but the mountains and seas divided them from one another. As a result, early Greek communities grew up fiercely independent.

Reading Check **Cause and Effect** How did geography discourage Greek unity?

Steve Vidler/SuperStock

Using Geography Skills

All parts of ancient Greece were near water.

1. What body of water lies east of the Balkan Peninsula?
2. What transportation was probably most useful to the early Greeks?

Find NGS online map resources @ www.nationalgeographic.com/maps

Mountains and seas played an important role in Greek history. ▶

Reading Strategy **READING THE TEXT**

Setting a Purpose Encourage students to set their own purpose for reading. Write on the board the six question words—*Who*, *What*, *When*, *Where*, *Why*, and *How*—that reporters use to search for information on a topic. Then organize the class into small groups and have them write questions about the section using these words. Get students started with this example: Who built the early Greek civilizations? L1/EL

2 TEACH

Identifying Location Distribute outline maps of the Mediterranean region. Tell students to label places on the map as they read through the section. **Ask:** **How did the region's geography help the Greeks settle in new areas?** *(The sea connected the seafaring Greeks with lands throughout the region.)* L2

Daily Lecture and Discussion Notes 4–1

Use **Daily Lecture and Discussion Notes 4–1** for an outline of key concepts found in the section.

Reading Support L1/EL

Use **Vocabulary Activity 4–1** to review important terms in the section.

Using Geography Skills

Answers:

1. the Aegean Sea
2. boats

Reading Check

Answer: The mountains and seas kept the Greeks apart, and early Greek communities became fiercely independent.

CURRICULUM CONNECTION

Science

Tell students that the movement of "plates" causes earthquakes like the one that may have destroyed Minoan cities. Plates are large layers of rock, or crust, that float on the earth's melted inner core. Have students work in groups to research the world's major tectonic plates. **Ask:** **Why might this information explain the destruction of Minoan cities?** *(The collision of plates near Greece might have produced enough force to create huge waves.)*

Reading Check

Answer: The Minoans used the islands' trees to build ships that carried them all over the eastern Mediterranean.

More About the Art

The palace at Knossos covered about 5 acres (2 ha). Archaeologists believe it had hundreds of rooms, including bathrooms with running water, toilets, and bathtubs.

Caption Answer: Arthur Evans

The Minoans

Main Idea **The Minoans earned their living by building ships and trading.**

Reading Focus Imagine what it would be like to uncover a building that is more than 5,000 years old. Read to learn how such a discovery unlocked clues to Greece's ancient past.

The island of **Crete** (KREET) lies southeast of the Greek mainland. There, in 1900, an English archaeologist by the name of Arthur Evans made the find of a lifetime. Evans uncovered the ruins of a grand palace that had been the center of Minoan (muh • NOH • uhn) civilization. The Minoans were not Greeks, but their civilization was the first to arise in the region that later became Greece.

The palace at Knossos (NAH • suhs) revealed the riches of an ancient society. Its twisting passageways led to many different rooms: private quarters for the royal family and storerooms packed with oil, wine, and grain. Other spaces were workshops for making jewelry, vases, and small ivory statues. The palace even had bathrooms.

The Minoans made their wealth from trade. They built ships from oak and cedar trees and sailed as far as Egypt and Syria. There they traded pottery and stone vases for ivory and metals. By 2000 B.C., Minoan ships controlled the eastern Mediterranean Sea. They carried goods to foreign ports and kept the sea free of pirates.

About 1450 B.C., the Minoan civilization suddenly collapsed. Some historians think undersea earthquakes caused giant waves that washed away the Minoans' cities. Others think the cities were destroyed by a group of Greeks from the mainland. These invaders were called the Mycenaeans (MY • suh • NEE • uhns).

Reading Check **Explain** How did the Minoans become a trading civilization?

▲ This wall painting from Knossos shows Minoans participating in a dangerous sport called bull leaping. ***Who discovered the palace at Knossos?***

◀ Minoan calendar

(t)Gianni Dagli Orti/CORBIS, (bl)Nimatallah/Art Resource, NY

DIFFERENTIATED INSTRUCTION

Visual/Spatial: Tell students that we learned much of what we know about Minoan culture from its art. Ask them to compile a list describing the most important visual details in the painting from Knossos.

Verbal/Linguistic: Have students form conclusions about Minoan culture from these details.

Gifted and Talented: Ask several students to test these conclusions by researching further information on the Minoans and reporting on it to the class.

Refer to ***Inclusion Strategies for the Middle School Social Studies Classroom*** in the TCR.

The First Greek Kingdoms

Main Idea **Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region.**

Reading Focus What is the most important building in the area where you live? Is it a government building, a grocery store, or a hospital? Read to find out what building was most important in the Mycenaean civilization.

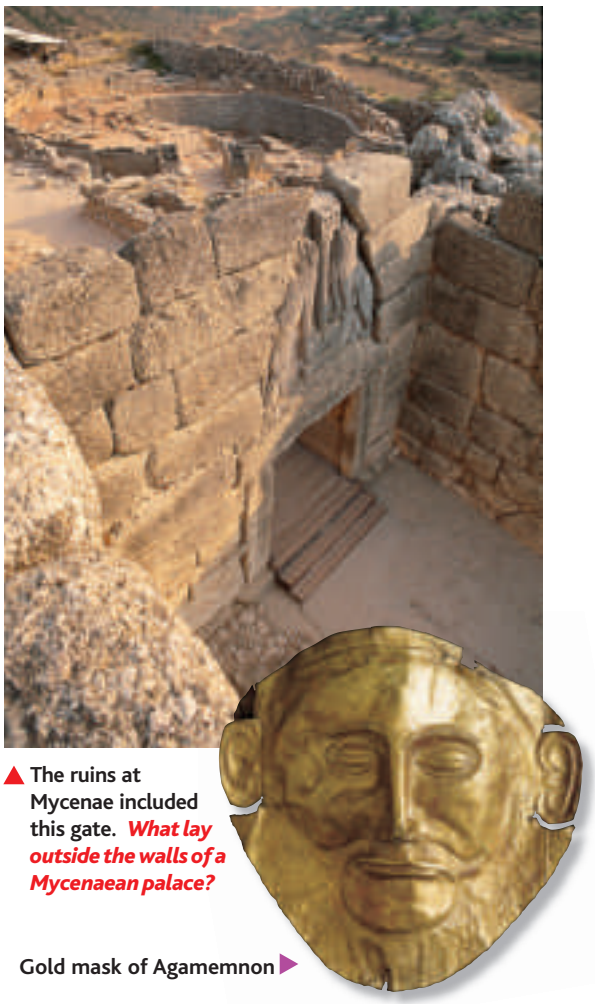
The Mycenaeans were originally from central Asia. They invaded the Greek mainland around 1900 B.C. and conquered the people living there. The Mycenaean leaders became the first Greek kings. Their warriors became nobles who ruled the people they had conquered. In the late 1800s, a German named Heinrich Schliemann (HYN• rihk SHLEE • MAHN) discovered one of their walled palaces in **Mycenae** (my • SEE • nee). He named the people of this civilization the Mycenaeans.

What Were Mycenaean Kingdoms Like?

The centerpiece of each Mycenaean kingdom was a fortified palace on a hill. The ruler lived there, surrounded by giant stone walls. Beyond the palace walls lay large farms, or estates, that belonged to the nobles. Slaves and farmers lived on the estates and took shelter inside the fortress in times of danger.

Mycenaean palaces hummed with activity. Artisans tanned leather, sewed clothes, and made jars for wine and olive oil. Other workers made bronze swords and ox-hide shields. Government officials kept track of the wealth of every person in the kingdom. Then they collected wheat, livestock, and honey as taxes and stored them in the palace.

Power From Trade and War Soon after the Mycenaeans set up their kingdoms, Minoan traders began to visit from Crete.



▲ The ruins at Mycenae included this gate. ***What lay outside the walls of a Mycenaean palace?***

Gold mask of Agamemnon ▶

As a result, Mycenaeans learned much about Minoan culture. They copied the ways Minoans worked with bronze and built ships. They learned how the Minoans used the sun and stars to find their way at sea. The Mycenaeans even started worshiping the Earth Mother, the Minoans' chief goddess.

Around 1400 B.C., the Mycenaeans replaced the Minoans as the major power on the Mediterranean. They traded widely, sailing to Egypt and southern Italy. Some

Writing Activity

Television documentaries sometimes describe the exciting finds made by archaeologists. Assign the class to write a four-sentence TV listing that announces a documentary on Greek discoveries. L2

More About the Photo

The weapons and armor found in Mycenaean graves greatly impressed later Greeks. Homer, the author of the *Iliad* and the *Odyssey*, called Mycenaean warriors "the strongest generation of earthborn mortals."

Caption Answer: large farms that belonged to the nobles

Time Traveler

Mycenaean walls averaged 15 feet (4.6 m) thick and may have stood up to 50 feet (15.2 m) high. Later Greeks picked the cyclopes—one-eyed, mythical giants—as the most likely builders. They called the walls *cyclopean*, the name by which they are still known.

CRITICAL THINKING ACTIVITY

Determining Main Ideas Remind students to think of the topic as the central subject of a written, visual, or audio work. The main ideas are key statements about the topic, while supporting details are the facts that uphold each statement. **Ask:** What is the topic of information on this page? *(first Greek kingdoms)* What main ideas are presented on this subject? *(Mycenaeans built the first Greek kingdoms; Mycenaeans spread their power across the Mediterranean.)* What details support each idea? *(Details should come from information in the text.)* L2

CONNECTING ACROSS TIME

We can thank the Greek alphabet for the prefixes *mega* and *micro*. **Ask:** **What English words use the prefixes *mega* and *micro*?** *(Possible answers: mega—megaphone, megabyte, megalopolis; micro—microphone, microscope, microbe)* L1/EL

Understanding Charts

When studying **The Greek Alphabet** chart, students should spot connections to our system of writing. **Ask:** **How does the Greek system of writing differ from Egyptian hieroglyphics?** *(Greek writing uses phonetic symbols to represent sounds, while hieroglyphics uses pictures to represent ideas.)*

Answer: It was no longer used and eventually forgotten.

Reading Check

Answer: Trade slowed, poverty took hold, farming decreased, many people stopped teaching others how to write or do craftwork, and people settled in new areas, expanding the reach of Greek culture.

The Greek Alphabet

Greek Letter	Written Name	English Sound
Α	alpha	a
Β	beta	b
Γ	gamma	g
Δ	delta	d
Ε	epsilon	e
Ζ	zeta	z
Η	eta	e
Θ	theta	th
Ι	iota	i
Κ	kappa	c, k
Λ	lambda	l
Μ	mu	m
Ν	nu	n
Ξ	xi	x
Ο	omicron	o
Π	pi	p
Ρ	rho	r
Σ	sigma	s
Τ	tau	t
Υ	upsilon	y, u
Φ	phi	ph
Χ	chi	ch
Ψ	psi	ps
Ω	omega	o

▲ **The Greek alphabet was based on the Phoenician alphabet.** ***What happened to Greek writing during the Dark Age?***

historians think they conquered Crete and nearby islands.

Although trade made the Mycenaeans wealthy, they were prouder of their deeds in battle. Their most famous victory is probably the Trojan War. In the next chapter, you will learn the legend of how the Mycenaean king **Agamemnon** (A • guh • MEHM • nahn) used trickery to win that war.

What Was the Dark Age? By 1200 B.C., the Mycenaeans were in trouble. Earthquakes and fighting among the kingdoms had destroyed their hilltop forts. By 1100 B.C., Mycenaean civilization had collapsed.

The years between 1100 B.C. and 750 B.C. were difficult for the Greeks. Overseas trade slowed and poverty took hold. Farmers grew only enough food to meet their own family's needs. People also stopped teaching others how to write or do craftwork. Before long, the Greeks had forgotten their written language and how to make many things. As a result, historians call this time the Dark Age.

The changes that took place in the Dark Age were not all bad, however. One positive development was a huge population shift. Thousands of Greeks left the mainland and settled on islands in the Aegean Sea. Other Greeks moved to the western shores of Asia Minor, to what is now the country of Turkey. This wave of movement expanded the reach of Greek culture.

Meanwhile, people known as the Dorians (DOHR • ee • uhns) invaded Greece. Many settled in the southwest on the **Peloponnesus** (PEH • luh • puh • NEE • suhs) peninsula. The Dorians brought iron weapons with them, giving Greece more advanced technology. Iron weapons and farm tools were stronger and cheaper than those made of bronze.

Gradually, people began to farm again and to produce surplus food. As a result, trade revived. One benefit of the increased trade was a new way of writing. As you read in Chapter 3, the Greeks picked up the idea of an alphabet from the Phoenicians, one of their trading partners who lived on the coast of the eastern Mediterranean.

The Greek alphabet had 24 letters that stood for different sounds. It made reading and writing Greek much simpler than ever before. Soon people were writing down tales that had been passed down by storytellers for generations.

Reading Check **Identify** What changes occurred during Greece's Dark Age?

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Mathematics Tell students that the word *arithmetic* comes from the Greek word *arithmos*. However, Greek math was a lot different from ours. For one thing, the Greeks did not have a symbol for zero. Explain that the Greeks invented different methods to help count. One involved the use of the abacus—an instrument used for addition, subtraction, division, and multiplication. Call on students to research the history and use of the abacus and demonstrate its use in class. In a follow-up discussion, compare this tool to the electronic calculator. L3

A Move to Colonize

Main Idea **Colonies and trade spread Greek culture and spurred industry.**

Reading Focus If you read labels, you know that your food and clothing come from all over the world. Read to find out where the early Greeks got their goods.

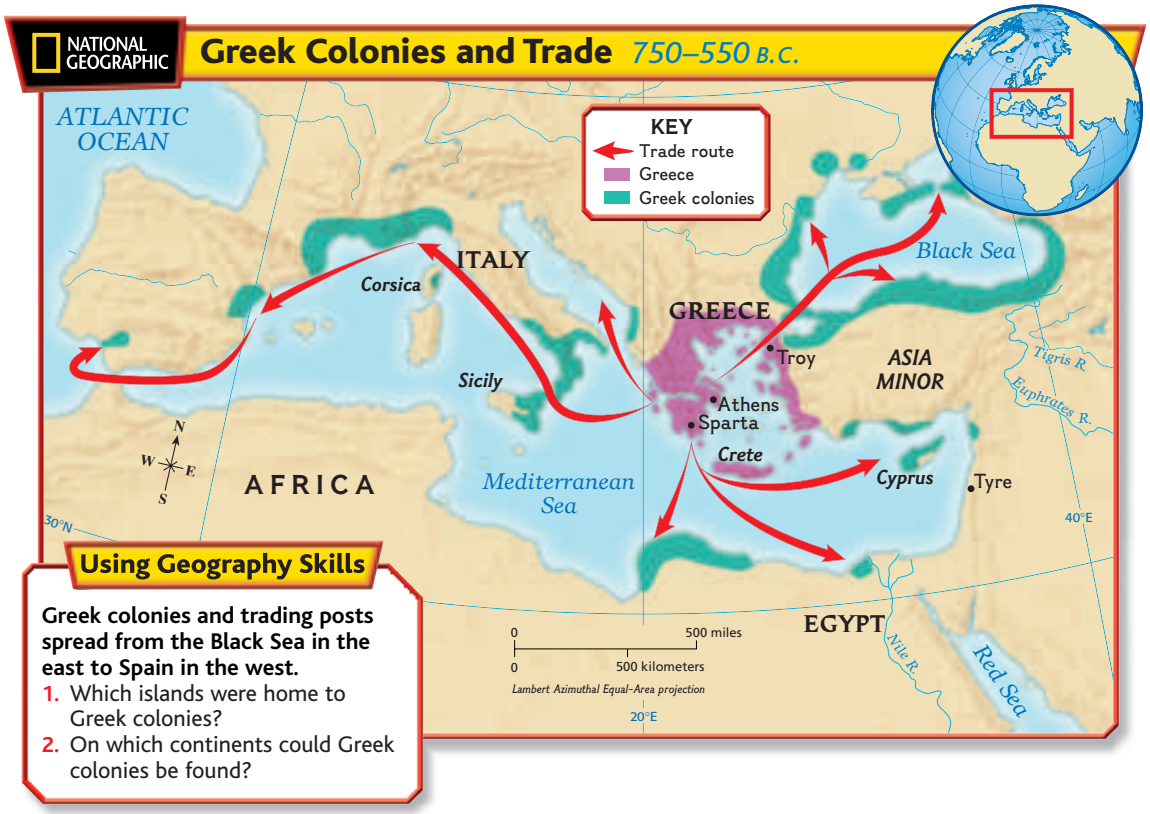
As Greece recovered from its Dark Age, its population rose quickly. By 700 B.C., farmers could no longer grow enough grain to feed everyone. As a result, cities began sending people outside Greece to start **colonies** (KAH•luh•nees). A colony is a settlement in a new territory that keeps close ties to its homeland.

Between 750 B.C. and 550 B.C., adventurous Greeks streamed to the coasts of Italy, France, Spain, North Africa, and western Asia. With each new colony, Greek culture spread farther.

Colonists traded regularly with their "parent" cities, shipping them grains, metals, fish, timber, and enslaved people. In return, the colonists received pottery, wine, and olive oil from the mainland. Overseas trade got an extra boost during the 600s B.C., when the Greeks began to mint coins. Merchants were soon exchanging goods for money rather than for more goods.

The growth of trade led to the growth of industry. As the demand for goods grew, producers had to keep pace. People in different areas began specializing in making certain products. For example, pottery making became popular in places with large amounts of clay.

Reading Check **Cause and Effect** How did new colonies affect industry?



Using Geography Skills

Greek colonies and trading posts spread from the Black Sea in the east to Spain in the west.

1. Which islands were home to Greek colonies?
2. On which continents could Greek colonies be found?

Reading Support L1/EL

Assign **Guided Reading Activity 4–1** to help students organize the information in the section.

3 ASSESS

Assign Section 1 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 1 Quiz** to assess mastery of the material found in the section.

Reading Check

Answer: Colonies increased the demand for goods and specialization, which in turn led to the growth of industry.

Using Geography Skills

Answers:

1. Cyprus, Sicily, Corsica
2. Europe, Asia, Africa

EXTENDING THE CONTENT

What English Words Come From Greek? Students might be surprised by how many words they know that come from Greek. Some of these include: *geometry*, *physics*, *astronomy*, *star*, *galaxy*, *atom*, *music*, *melody*, *chorus*, *drama*, *comedy*, *poet*, *character*, *history*, *metropolis*, *athlete*, and *stadium*.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 4–1** to help students review section material.

Primary Source

The Athenians gave the name epheboi to a special class of young men between the ages of 18 and 20 who trained for military service. If they completed the first year satisfactorily, the government outfitted them with a spear, a shield, a broad-rimmed helmet, and a cloak.

Answer:
They promise not to dishonor their weapons, not to desert their comrades, to improve the fatherland, to uphold and protect the constitution, to honor the temples, and to honor the religion of their forefathers.

See the **Primary Source Readings (with Document-Based Questions)** in the Unit Resource Books.

The Polis

Main Idea **The idea of citizenship developed in Greek city-states.**

Reading Focus Did you know that the word "politics" comes from *polis*, the Greek term for a city-state? Read to find how the Greeks also created the idea of citizenship.

By the end of the Dark Age, many nobles who owned large estates had overthrown the Greek kings. They created city-states. Like the Mesopotamian city-states you read about in Chapter 1, those in Greece were made up of a town or city and the surrounding countryside. Each Greek city-state, known as a **polis** (PAH•luhs), was like a tiny independent country.

The main gathering place in the polis was usually a hill. A fortified area, called an acropolis (uh•KRAH•puh•luhs), stood at the top of the hill. It provided a safe refuge in case of attacks. Sometimes the acropolis also served as a religious center. Temples and altars were built there to honor the many Greek gods and goddesses.

Below the acropolis was an open area called an **agora** (A•guh•ruh). This space had two functions: it was both a market and a place where people could meet and debate issues.

City-states varied in size. Some were a few miles square, while others covered hundreds of square miles. They also varied in population. More than 300,000 people lived in Athens by 500 B.C. Most city-states were much smaller, however.

What Was Greek Citizenship?

Each Greek city-state was run by its citizens. When we speak of citizens, we mean members of a political community who treat each other as equals and who have rights and responsibilities. This was very different from ancient Mesopotamia or Egypt. There, most people were subjects. They had no rights, no say in government, and no choice but to obey their rulers.

The Greeks were the first people to develop the idea of citizenship. Today, the word applies to almost everyone in a society. However, in most Greek city-states, only free native-born men who owned land could be citizens. From their point of view, the city-state was made up of their lands, and it was their responsibility to run it. They did not think anyone else should be a citizen.

Some city-states, such as Athens, eventually dropped the land-owning requirement. Slaves and foreign-born residents, however,

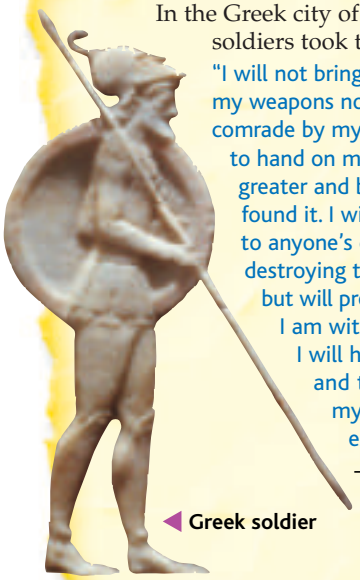
Primary Source

Athenian Soldier's Oath

In the Greek city of Athens, soldiers took this oath:

"I will not bring dishonor upon my weapons nor desert the comrade by my side. I will strive to hand on my fatherland greater and better than I found it. I will not consent to anyone's disobeying or destroying the constitution but will prevent him, whether I am with others or alone. I will honor the temples and the religion my forefathers established."

—oath of enrollment in Epheboi corps, early 400s B.C.



Greek soldier

DBQ Document-Based Question

Identify six things each soldier promises to protect in taking the oath.

The Art Archive/National Archaeological Museum Athens/Dagli Orti

CITIZENSHIP AND YOU

Defining Citizenship As written in 1787, the U.S. Constitution did not offer citizenship to all Americans. In the 1860s, however, the Fourteenth Amendment provided guidelines to protect citizenship status. Distribute Sections 1 and 2 of this amendment and have a student read them aloud. **Ask:** How does Section 1 define citizenship? *(People born or naturalized in the United States are U.S. citizens.)* What rights are guaranteed to citizens? *(rights to life, liberty, property, due process, and equal protection under the law and the right to vote)* Ask students to compare the rights associated with citizenship in ancient Greece with those in the United States and decide which are more inclusive. L1/EL

continued to be excluded. As for women and children, they might qualify for citizenship, but they had none of the rights that went with it.

What exactly were the rights of Greek citizens? They could gather in the agora to choose their officials and pass laws. They had the right to vote, hold office, own property, and defend themselves in court. In return, citizens had a duty to serve in government and to fight for their polis as citizen soldiers.

Citizens as Soldiers In early Greece, wars were waged by nobles riding horses and chariots. As the idea of citizenship developed, however, the military system changed. By 700 B.C., the city-states had begun to depend on armies of ordinary citizens called hoplites (HAHP•LYTS).

Unable to afford horses, the hoplites fought on foot and went into battle heavily armed. Each carried a round shield, a short sword, and a 9-foot (2.7-m) spear. Row upon row of soldiers marched forward together, shoulder to shoulder. With their shields creating a protective wall, they gave their enemies few openings to defeat them.

Greek plate ▶ showing soldiers in battle

Hoplites made good soldiers because, as citizens, they took pride in fighting for their city-state. However, "hometown" loyalties also divided the Greeks and caused them to distrust one another. A lack of unity always existed among the Greek city-states.

Reading Check **Explain** How did citizenship make the Greeks different from other ancient peoples?

History Online
Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Section 1 Review

Reading Summary

Review the Main Ideas

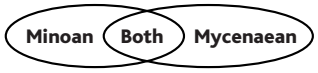
- Geography influenced the way Greek communities developed.
- The Minoan civilization, on the island of Crete, built ships and became wealthy from trade.
- The Mycenaeans created the first Greek kingdoms.
- After the Dark Age, the Greeks set up colonies and trade increased.
- The idea of citizenship developed in Greek city-states.

What Did You Learn?

1. What made the Minoans wealthy?
2. How was a Greek city-state different from a city?

Critical Thinking

3. **Compare** Create a Venn diagram to compare the Minoans and Mycenaeans.



4. **Summarize** What changes occurred in Greece during the Dark Age?
5. **Citizenship Skills** Name three rights granted to Greek citizens that American citizens have today.
6. **Link to Economics** Why did the use of money help trade to grow?
7. **Reading Making Connections** Choose one passage from this section. Write a paragraph to explain how it connects to something you already know or something you have experienced.

National Museums of Scotland/Bridgeman Art Library

SECTION 1 REVIEW ANSWERS

1. trading pottery and stone vases
2. City-states were tiny independent countries, while cities are part of a country.
3. Minoan: lived on Crete, built first civilization in Greece, worked in bronze; Mycenaean: lived on Greek mainland, first Greek kings, built fortified palaces on hills, borrowed ideas from Minoans; Both: earned wealth from trade
4. Trade slowed, poverty took hold, people stopped farming, people stopped teaching writing and craftwork, and many Greeks moved elsewhere.
5. Answers include: voting, holding office, owning property, defending themselves in court.
6. Money is small and easier to trade than bartered goods.
7. Paragraphs will vary but should include concrete examples.

ENRICH

Have students compare the map of the Greek colonies with a modern map of the Mediterranean world. Ask students to name nations where Greek colonies once thrived. *(Possible answers: Spain, France, Italy, Ukraine, Romania, Bulgaria, Syria, Libya, Egypt, Cyprus, Georgia, Turkey)* L1

Reading Check

Answer: Other ancient peoples were mostly subjects of kings and had little or no say in government.

History Online
To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Ask students to compare the Greek view of citizenship with the current view of citizenship in the United States. L2

4 CLOSE

Have students discuss the following statement: "The geography of Greece influenced where people settled and what they did." L2

1 FOCUS

SECTION OVERVIEW

This section traces the development of Greek governments and compares the systems adopted by Sparta and Athens.

BELLRINGER
SKILLBUILDER ACTIVITY

Project **Daily Focus Skills Transparency 4–2** and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: A democracy is a system of government in which all citizens share in running government. It comes from the Greek words *demos*, for "people," and *kratia*, for "rule."

Answers to Graphic: Sparta: harsh, focused on military, women had greater freedoms and could own property; Athens: emphasis on education and arts for males, household duties for females, concern with democracy; Both: spoke Greek and excluded women, slaves, and non-Greeks from government

Section 2

Sparta and Athens

Get Ready to Read!

What's the Connection?

Although Greek city-states developed the idea of citizenship, they had many different types of government. This section describes their different governments and compares the best-known city-states, Athens and Sparta.

Focusing on the Main Ideas

- Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans. *(page 125)*
- The Spartans focused on military skills to control the people they conquered. *(page 126)*
- Unlike Spartans, Athenians were more interested in building a democracy than building a military force. *(page 128)*

Locating Places

Sparta (SPAHR•tuh)
Athens (A•thuhnz)

Meeting People

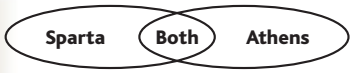
Solon (SOH•luhn)
Peisistratus (py•SIHS•truht•uhs)
Cleisthenes (KLYS•thuh•NEEZ)

Building Your Vocabulary

tyrant (TY•ruhnt)
oligarchy (AH•luh•GAHR•kee)
democracy (dih•MAH•kruh•see)
helot (HEH•luht)

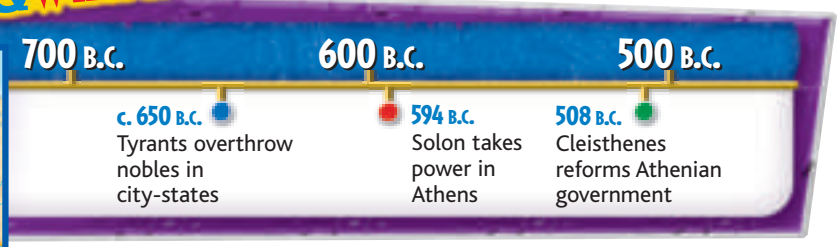
Reading Strategy

Compare and Contrast Use a Venn diagram to compare and contrast life in Sparta and Athens.



NATIONAL GEOGRAPHIC

When & Where?



SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 4–2
- Daily Lecture and Discussion Notes 4–2
- Vocabulary Activity 4–2
- Active Reading Note-Taking Guide 4–2
- Guided Reading Activity 4–2
- Section Quiz 4–2
- Reading Essentials and Study Guide 4–2

Transparencies
- Daily Focus Skills Transparency 4–2

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

Tyranny in the City-States

Main Idea **Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans.**

Reading Focus How do you feel when someone makes a decision that affects you without asking for your opinion? Read to find out how ancient Greeks who were shut out of governing made their voices heard.

As you read in the last section, kings ruled the first Greek communities. However, by the end of the Dark Age, the nobles who owned large farms had seized power from the kings.

Rule by the nobles would also be short-lived. The first challenge to their rule came from the owners of small farms. These farmers often needed money to live on until they could harvest and sell their crops. Many borrowed money from the nobles, promising to give up their fields if they could not repay the loans. Time and time again, farmers lost their land. Then they had to work for the nobles or become laborers in the city. In desperate cases, they sold themselves into slavery.

By 650 B.C., small farmers began to demand changes in the power structure. Merchants and artisans also wanted to share in governing. Both groups had become very wealthy from the trade between city-states. Because they did not own land, however, they were not citizens and had no say in running the polis.

The growing unhappiness led to the rise of tyrants. A **tyrant** (TY•ruhnt) is someone who takes power by force and rules with

Using Geography Skills

Sparta and Athens were the dominant city-states in ancient Greece.

1. How many miles apart were Sparta and Athens?
2. Which city-state's geography might make it more open to attack in a military battle? Explain.

Reading Strategy READING THE TEXT

Using Possible Sentences Copy the places, people, and vocabulary terms for this section on an overhead transparency. Then write 10 sentences using some of the words correctly and some of them incorrectly. Ask students to comment on whether each of these sentences is correct. After reading Section 2, show students the sentences again. Ask them to suggest any necessary revisions. L1/EL

2 TEACH

Making Comparisons Have students brainstorm nations that have very different governments than our own. Write these on the board, and have students compile a list of ways life in these nations differs from life in our country. Use this as a springboard to introduce the main topic of this section: the differing governments of Sparta and Athens. L2

Daily Lecture and Discussion Notes 4–2

Use **Daily Lecture and Discussion Notes 4–2** for an outline of key concepts found in the section.

Reading Support L1/EL

Use **Vocabulary Activity 4–2** to review important terms in the section.

Using Geography Skills

Answers:

1. about 100 miles apart
2. Answers will vary, but students should refer to physical barriers, such as mountains and water, in their answers.

Reading Strategy

Writing Activity

Read aloud these lines by Spartan poet Tyraeus: ". . . And he who falls among the champions and loses his own sweet life, So blessing with honor his city, his father, and all his people." **Ask:** How does the poet view death in battle? *(as a glorious honor)* Assign students to compose their own poem about Spartan warriors. Advise them to use information about warriors and life in Sparta from the textbook as a guide. L2

Reading Check

Answer: Tyrants built new marketplaces, temples, and walls.

More About the Art

Spartan soldiers took great pains to prepare for battle. Weapons and armor had to be well maintained, and years of training honed them into powerful warriors. Before battle, they carefully dressed their hair before engaging the enemy.

Caption Answer: age 7

total authority. Today the word describes a harsh, oppressive ruler. Most early Greek tyrants, though, acted wisely and fairly.

During the 600s B.C., tyrants managed to overthrow the nobles because they had the backing of the common people. Key support came from the hoplites in the army, many of whom were also farmers.

Tyrants made themselves popular by building new marketplaces, temples, and walls. However, rule by one person was the opposite of what most Greeks wanted. They longed for rule by law with all citizens participating in the government.

By 500 B.C., tyrants had fallen out of favor in Greece. Most city-states became either oligarchies or democracies. In an **oligarchy** (AH•luh•GAHR•kee), a few people hold power. In a **democracy** (dih•MAH•kruh•see), all citizens share in running the government. The oligarchy of **Sparta** (SPAHR•tuh) and the democracy of **Athens** (A•thuhnz) became two of the most powerful governments of early Greece.

Reading Check **Evaluate** Why were tyrants popular in the city-states?

Spartan Warrior

Spartan boys and men spent many years training for war. ***At what age did Spartan boys leave their families for the military?***

Foto Marburg/Art Resource, NY

Sparta

Main Idea **The Spartans focused on military skills to control the people they conquered.**

Reading Focus What would it be like to leave home when you were only seven? Read to learn how Spartan boys faced this challenge.

As you read in the last section, Sparta was founded by the Dorians—Greeks who invaded the Peloponnesus in the Dark Age. Like other city-states, Sparta needed more land as it grew, but its people did not set up colonies. Instead, they conquered and enslaved their neighbors. The Spartans called their captive workers **helots** (HEH•luhts). This name comes from the Greek word for "capture."

Why Was the Military So Important?

Spartans feared that the helots might someday rebel. As a result, the government firmly controlled the people of Sparta and trained the boys and men for war.

At age seven, boys left their family to live in barracks. They were harshly treated to make them tough. The Greek historian Plutarch describes life for Spartan boys:

> **"After they were twelve years old, they were no longer allowed to wear any undergarment; they had one coat to serve them a year; . . . They lodged together in little bands upon beds made of the reeds [grasses] . . . which they were to break off with their hands without a knife."**
>
> **—Plutarch, "Spartan Discipline"**

At age 20, Spartan men entered the regular army. The men remained in military barracks for 10 more years. They ate all their meals in dining halls with other soldiers.

DIFFERENTIATED INSTRUCTION

Verbal/Linguistic: The Greek historian Plutarch said that the author of Sparta's constitution, Lycurgus, "considered children not so much the property of their parents as of the state." Have students write a short paragraph to explain the meaning of this remark in their own words.

English Learners: Assign students to copy on a sheet of paper sentences that show ways Sparta controlled the upbringing of children.

Gifted and Talented: Have students turn these sentences into a military handbook written for seven-year-old boys in the Spartan barracks.

Refer to ***Inclusion Strategies for the Middle School Social Studies Classroom*** in the TCR.

▲ Spartan boys began training for the military at age 7. ***Why did the Spartan government want its young people to be physically fit?***

Spartan girls were trained in sports. ▼

A typical meal was a vile-tasting dish called black broth—pork boiled in animal blood, salt, and vinegar.

Spartans returned home at age 30 but stayed in the army until age 60. They continued to train for combat. They expected to either win on the battlefield or die, but never to surrender. One Spartan mother ordered her son to "Come home carrying your shield or being carried on it."

Girls in Sparta were trained in sports—running, wrestling, and throwing the javelin. They kept fit to become healthy mothers. Wives lived at home while their husbands lived in the barracks. As a result, Spartan women were freer than other Greek women. They could own property and go where they wanted.

What Was Sparta's Government Like?

The Spartan government was an oligarchy. Two kings headed a council of elders. The council, which included 28 citizens over age 60, presented laws to an assembly.

All Spartan men over age 30 belonged to the assembly. They voted on the council's laws and chose five people to be ephors (EH • fuhrs) each year. The ephors enforced the laws and managed tax collection.

To keep anyone from questioning the Spartan system, the government discouraged foreign visitors. It also banned travel abroad for any reason but military ones. It even frowned upon citizens who studied literature or the arts.

The Spartans succeeded in keeping control over the helots for nearly 250 years. However, by focusing on military training, the Spartans fell behind other Greeks in trade. They also knew less about science and other subjects. However, their soldiers were especially strong and swift. The Spartans would play a key role in defending Greece.

Reading Check **Cause and Effect** Why did the Spartans stress military training?

(l)Bettmann/CORBIS, (r)Michael Holford

More About the Photo

Older men watched Spartan boys closely and often provoked quarrels among them. They used the fights to determine each boy's spirit and firmness in battle.

Caption Answer: to prepare them for military service

Time Traveler

Men in Athens liked to go to fancy dinner parties known as symposiums. Many guests liked to tell riddles. See if students can figure out this one: "When you look at me, I look at you. When you speak, I open my mouth and move my lips, but you cannot hear me and I cannot see you. What am I?" *(a mirror)*

Reading Check

Answer: so they could conquer their neighbors and control the large helot population

CRITICAL THINKING ACTIVITY

Analyzing Art Tell students that artists can express a message or convey an opinion about a subject. For example, they can emphasize details that evoke a certain emotion or lead the viewer to form a particular opinion. Refer to the illustration on this page. **Ask:** What opinion of Sparta does the artist convey? How? *(Answers will vary. For instance, the scene is peaceful, examples of Spartan art and architecture are shown, the boys look physically fit, and so on. These images convey a positive view of Sparta.)*

L2

History Online

Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** feature at jat.glencoe.com

in a word . . .

"School" comes from the Greek word *skolle,* but it meant something different to the Greeks than it does to us. They defined the term simply as "conversation." They thought schooling could happen anyplace—especially in public places.

Linking Past & Present

Answer: Ancient Greek winners received a crown of olive leaves and glory for their cities. Present-day winners receive a medal and glory for themselves, their team, and their nation.

Reading Support L1/EL

Assign **Guided Reading Activity 4–2** to help students organize the information in the section.

Athens

Main Idea **Unlike Spartans, Athenians were more interested in building a democracy than building a military force.**

Reading Focus When visiting a new city, does everything feel strange to you? Spartans who visited Athens probably felt the same way. Read to find out why.

Athens lay northeast of Sparta, at least a two-day trip away. The two city-states were also miles apart in their values and systems of government.

History Online

Web Activity Visit jat.glencoe.com and click on *Chapter 4—Student Web Activity* to learn more about ancient Greece.

What Was Life in Athens Like?

Athenian citizens raised their children very differently from Spartans. In Athenian schools, one teacher taught boys to read, write, and do arithmetic. Another teacher taught them

Linking Past & Present

The Olympics

THEN In ancient Greece, only men could participate in and view the Olympic games. Athletes competed by themselves, not as part of a team. Contests included running, jumping, wrestling, and boxing. Each winning athlete won a crown of olive leaves and brought glory to his city.

▲ A warrior's race in the ancient Olympics

▼ Modern Olympic athletes

NOW In today's Olympic games, both men and women compete. These athletes come from all over the world. They may compete in either individual or team sporting events. Olympic athletes strive to win gold, silver, or bronze medals. ***What did ancient Greek Olympic winners receive? What do present-day Olympic winners receive?***

(l)Tom Lovell/National Geographic Society Image Collection, (r)Dan Helms/NewSport/CORBIS

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Technology Remind students that Athenians chose the members of the council by lottery. Tell them that Athenians developed a rather sophisticated machine for determining random names. Ask students if they know how votes are cast today. *(by paper ballot, by mechanical machine, by computerized machine)* **Ask:** What might the benefits be of technology in voting, such as online voting? Are there any drawbacks? *(Possible answers: Benefit—it makes it easier for people to vote. Drawback—not everybody can afford computers.)* **L1**

sports. A third teacher taught them to sing and to play a stringed instrument called the lyre. This kind of education created well-rounded Athenians with good minds and bodies. At age 18, boys finished school and became citizens.

Athenian girls stayed at home. Their mothers taught them spinning, weaving, and other household duties. Only in some wealthy families did girls learn to read, write, and play the lyre. When they married, women stayed home to keep house and to teach their own daughters.

A Budding Democracy Early Athens, like other city-states, was ruled by landowning nobles during the 600s B.C. An assembly of all citizens existed, but it had few powers. Actually, the government was an oligarchy, as in Sparta.

Around 600 B.C., the Athenians began to rebel against the nobles. Most farmers owed the nobles money, and many sold themselves into slavery to pay their debts. Over and over, farmers demanded an end to all debts, along with land for the poor.

In 594 B.C. the nobles turned to the one man both sides trusted: a noble named **Solon** (SOH•luhn). Solon canceled all the farmers' debts and freed those who had become slaves. He also allowed all male citizens to participate in the assembly and law courts. A council of 400 wealthy citizens wrote the laws, but the assembly had to pass them.

Solon's reforms were popular among the common people. However, the farmers continued to press Solon to give away the wealthy nobles' land. This he refused to do.

After Solon, there were 30 years of turmoil. Finally, a tyrant named **Peisistratus** (py•SIHS•truht•uhs) seized power in 560 B.C. He won the support of the poor by dividing large estates among landless farmers. He also loaned money to poor people and gave them jobs building temples and other public works.

◀ The city of Athens was named for the goddess Athena. ***What group ruled Athens during the 600s B.C.?***

▲ Token used to select jurors for Athenian courts.

(t)Nimatallah/Art Resource, NY, (b)The Brooklyn Museum, Charles Wilbour Fund

EXTENDING THE CONTENT

What Athletic Contest Did Greek Women Start? The Greeks dedicated the Olympic games to Zeus. Although married women could not compete in the games, they could enter their horses and chariots. However, women organized an athletic festival to honor Zeus's wife, Hera. The festival, known as the Heraia, pitted unmarried women against each other in a series of footraces organized by age groups.

More About the Art

According to legend, Athena competed with Poseidon, god of the sea, to become the protector of Athens. Each had to create something of value for the city-state. Athena won by creating the olive tree.

Caption Answer: landowning nobles

3 ASSESS

Assign Section 2 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 2 Quiz** to assess mastery of the material found in the section.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 4–2** to help students review section material.

Caption Answer: Cleisthenes

ENRICH

Ask students to compare Athenian democracy with the governments of Mesopotamia and Egypt. L2

Reading Check

Answer: made the assembly the center of government, gave citizens more powers, created a citizen council to help the assembly

History Online
To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Ask students to explain why they would have preferred to live in Athens or Sparta. L2

4 CLOSE

Ask how a citizen of Sparta would complete this sentence: "I'm proud of my city-state because _____." L1

The most important leader after Peisistratus died was **Cleisthenes** (KLYS • thuh • NEEZ). When he came to power in 508 B.C., he reorganized the assembly to play the central role in governing. As before, all male citizens could belong to the assembly and vote on laws. However, members had new powers. They could debate matters openly, hear court cases, and appoint army generals.

Most importantly, Cleisthenes created a new council of 500 citizens to help the assembly carry out daily business. The council proposed laws, dealt with foreign countries, and oversaw the treasury.

Athenians chose the members of the council each year in a lottery. They believed this system was fairer than an election, which might favor the rich.

Cleisthenes' reforms did not bring all Athenians into the political process.

Stone carving of Democracy crowning a figure that symbolizes Athens. ***What leader is credited with making Athens a democracy?***

Non-citizens, which included all women, foreign-born men, and slaves, were still excluded. Nonetheless, Cleisthenes is credited with making the government of Athens a democracy.

Reading Check **Explain** How did Cleisthenes build a democracy in Athens?

History Online
Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Section 2 Review

Reading Summary

Review the Main Ideas

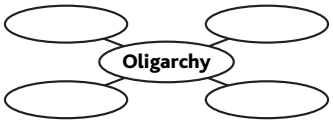
- The support of wealthy merchants and artisans helped tyrants seize power from nobles in the city-states.
- Sparta was a powerful city-state. It created a military state to control the people it conquered and to prevent uprisings.
- Athens was a powerful democratic city-state. Athenians were more involved in government, education, and the arts than the Spartans.

What Did You Learn?

1. Who were the helots?
2. Why did tyrants fall out of favor with the Greeks?

Critical Thinking

3. **Classifying Information** Draw a diagram like the one below. In each oval write a fact about the Spartan oligarchy.



4. **Evaluate** Why did Athenians choose officials by lottery? Would there be drawbacks to this method? Explain.
5. **Explain** How did Greek nobles gain power?
6. **Analyze** Why was Solon popular among some Athenian farmers and unpopular among others?
7. **Civics Link** How did Athenian democracy keep one person from gaining too much power?
8. **Descriptive Writing** Imagine that you are a 28-year-old man living in Sparta in 700 B.C. Write a letter to your 6-year-old nephew telling him what to expect when he leaves home on his next birthday.

Ronald Sheridan/Ancient Art & Architecture Collection

SECTION 2 REVIEW ANSWERS

1. captive workers in Sparta
2. because most Greeks longed for rule by law with all citizens participating in government
3. Answers will vary but should be based on the text.
4. They thought elections might favor the rich. Possible answer: the most qualified people might not be picked.
5. They seized power from kings during the Dark Age.
6. He canceled farmers' debts and freed those who had become enslaved, but he refused to give away wealthy nobles' land.
7. A large council chosen by lottery kept power distributed among the people.
8. Letters should discuss early military training and the importance of serving Sparta.

Section 3

Persia Attacks the Greeks

Get Ready to Read!

What's the Connection?

Section 2 explained how Greeks built strong but separate city-states. At the same time far to the east, the Persians were building a powerful empire. It was only a matter of time before Persia would try to invade Greece.

Focusing on the Main Ideas

- The Persian Empire united a wide area under a single government. *(page 132)*
- Both Sparta and Athens played roles in defeating the Persians. *(page 134)*

Locating Places

Persia (PUHR•zhuh)
Marathon (MAR•uh•THAHN)
Thermopylae (thuhr•MAH•puh•lee)
Salamis (SA•luh•muhs)
Plataea (pluh•TEE•uh)

Meeting People

Cyrus the Great (SY•ruhs)
Darius (duh•RY•uhs)
Xerxes (ZUHRK•SEEZ)
Themistocles (thuh•MIHS•tuh•KLEEZ)

Building Your Vocabulary

satrapies (SAY•truh•peez)
satrap (SAY•TRAP)
Zoroastrianism (ZOHR•uh•WAS•tree•uh•NIH•zuhm)

Reading Strategy

Organizing Information Create a chart like the one below to list the accomplishments of Cyrus, Darius, and Xerxes.

Ruler	Accomplishments
Cyrus	
Darius	
Xerxes	

When & Who?

NATIONAL GEOGRAPHIC

650 B.C. | 550 B.C. | 450 B.C.

660 B.C. Zoroaster born

559 B.C. Cyrus becomes ruler of Persia

480 B.C. Xerxes invades Greece

SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 4–3
- Daily Lecture and Discussion Notes 4–3
- Vocabulary Activity 4–3
- Active Reading Note-Taking Guide 4–3
- Guided Reading Activity 4–3
- Section Quiz 4–3
- Reading Essentials and Study Guide 4–3

Transparencies
- Daily Focus Skills Transparency 4–3

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM

1 FOCUS

SECTION OVERVIEW

This section traces the rise of the Persian Empire and how the Greeks prevented the Persians from conquering them.

BELLRINGER
SKILLBUILDER ACTIVITY

Project **Daily Focus Skills Transparency 4–3** and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary: Two vocabulary words are related—*satrapies* and *satrap*. A satrap was a Persian governor of a local province called a satrapy.

Answers to Graphic: Cyrus: united Persians into a powerful kingdom, started to build empire; Darius: reorganized government into satrapies; Xerxes: built huge army but waged failed war against Greece, held empire together

2 TEACH

Daily Lecture and Discussion Notes 4–3

Use **Daily Lecture and Discussion Notes 4–3** for an outline of key concepts found in the section.

CONNECTING ACROSS TIME

Both Darius and the founders of the United States found ways to manage the territories of their nations. How were their solutions similar? *(They divided the area into states.)* How were their solutions different? *(Answers will vary, but may include that satraps answered to the king, while governors and other state officials in the United States answer to the people.)* L2

Trade and the Persian Empire

Have students research trade in the Persian Empire, examining aspects such as roads and other improvements, the use of coins, and weights and measures. L2

Using Geography Skills

Answers:

1. about 1,700–1,800 miles long
2. It had conquered land just to the north and east of the Greek mainland.

The Persian Empire

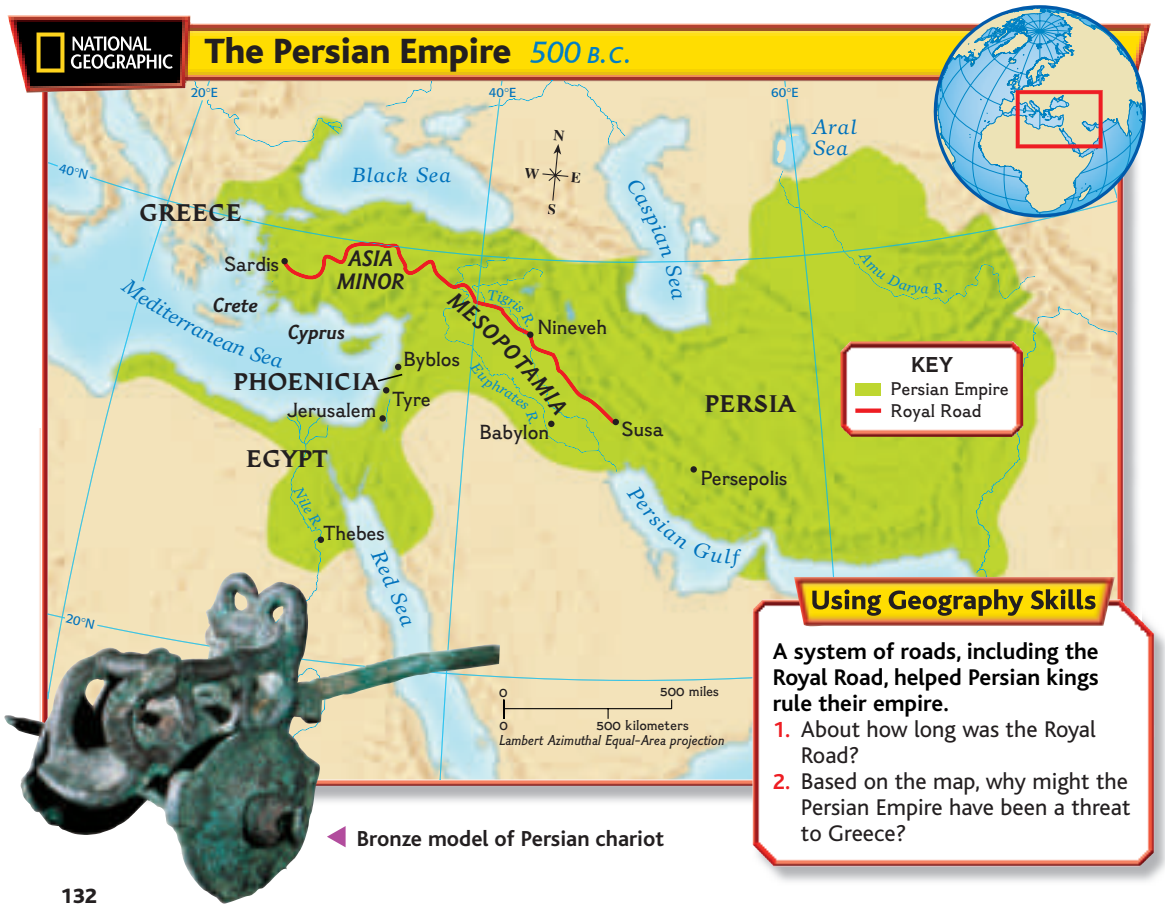
Main Idea **The Persian Empire united a wide area under a single government.**

Reading Focus Have you ever seen soldiers marching through city streets on the news? Imagine the same thing happening in Asia in the 500s B.C. Read to learn what happened as Persian armies marched westward from Asia.

The people of **Persia** (PUHR•zhuh) lived in what is today southwestern Iran. Early Persians were warriors and nomads who herded cattle. For a time, they were dominated by others. Then one remarkable leader, **Cyrus the Great** (SY•ruhs), managed to unite the Persians into a powerful kingdom. Under Cyrus, who ruled from 559 B.C. to 530 B.C., Persia began building an empire larger than any yet seen in the world.

The Rise of the Persian Empire

In 539 B.C. Cyrus's armies swept into Mesopotamia and captured Babylon. Then they took over northern Mesopotamia, Asia Minor, Syria, Canaan, and the Phoenician cities. Cyrus treated all his new subjects well. As you read in Chapter 3, he allowed the captive Jews in Babylon to return home. Cyrus's merciful rule helped hold his growing empire together.



◀ Bronze model of Persian chariot

SEF/Art Resource, NY

Using Geography Skills

A system of roads, including the Royal Road, helped Persian kings rule their empire.

1. About how long was the Royal Road?
2. Based on the map, why might the Persian Empire have been a threat to Greece?

Reading Strategy READING THE TEXT

Sequencing Information Assign students to draw an expanded version of the section time line. Suggest that they divide it into 10-year intervals and expand it to end with 330 B.C. Tell students to plot events and dates as they read through the section. Suggest that students illustrate their time lines. Once students finish their time lines, have them create a short quiz for their classmates to test their understanding of important events. Then have them quiz each other. L2

The leaders who followed Cyrus continued to add to Persian territory. They conquered Egypt, western India, and Thrace, a region northeast of Greece. From one end to the other, the Persian Empire was about the size of the continental United States today.

To connect their vast holdings, the Persians built miles of roads. The Royal Road stretched from Asia Minor to Susa, the Persian capital. Along the way, the Persians set up roadside stations to supply food, shelter, and fresh horses to the king's messengers.

What Was Persian Government Like? As the Persian Empire grew bigger, it became very difficult to manage. When **Darius** (duh•RY•uhs) came to the throne in 521 B.C., he reorganized the government to make it work better.

Darius divided the empire into 20 states called **satrapies** (SAY•truh•peez). Each was ruled by an official with the title of **satrap** (SAY•TRAP), meaning "protector of the kingdom." The satrap acted as tax collector, judge, chief of police, and head recruiter for the Persian army. However, all the satraps answered to the Persian king.

The king's power depended upon his troops. By the time of Darius, Persia had a large army of professional soldiers. Unlike the Greek city-states, where the citizens took up arms in times of war, in Persia the government paid people to be full-time soldiers. Among them were 10,000 specially trained soldiers who guarded the king. They were called the Immortals because when a member died, he was immediately replaced.

The Persian Religion The Persian religion was called **Zoroastrianism** (ZOHR•uh•WAS•tree•uh•NIH•zuhm). Its founder, Zoroaster, was born in 660 B.C. He began preaching after seeing visions as a young man.

Like the Jews, Zoroaster believed in one god. He viewed this supreme being as the creator of all things and a force of goodness. However, Zoroaster recognized evil in the world, too. He taught that humans had the freedom to choose between right and wrong, and that goodness would triumph in the end. The Persians practiced Zoroastrianism for centuries, and it still has a small number of followers today.

Reading Check **Explain** Why did Darius create satrapies?

King Darius

Darius helped to organize the Persian government. *What methods did he use?*

The Art Archive/Dagli Orti

Reading Support L1/EL

Use **Vocabulary Activity 4–3** to review important terms in the section.

More About the Art

This carving decorated the stone facade of the grand staircase at Persepolis, one of the ceremonial capitals built by Darius.

Caption Answer: He divided the empire into satrapies, each ruled by an official called a satrap who reported to him.

Time Traveler

The Royal Road was lined with more than 110 inns. Each was built about 15 miles (24 km) apart, or about one-day's journey by horseback. The king's messengers carried information from inn to inn, keeping travelers and locals informed.

Reading Check

Answer: to make the government work better

DIFFERENTIATED INSTRUCTION

Auditory/Musical: Tell students to take notes on the Royal Road as you read the **Time Traveler** on this page.

Verbal/Linguistic: Have students find more information on the Royal Road and add it to their notes. Assign them to write a letter describing a typical day's journey on the road.

Gifted and Talented: Have students research information on the Pony Express. Have them use a Venn diagram to compare these riders to messengers on the Royal Road.

Refer to ***Inclusion Strategies for the Middle School Social Studies Classroom*** in the TCR.

Reading Strategy

Writing Activity

Assign students to write a two-paragraph account of the Battle of Marathon, slanting it in favor of the Greeks. Introduce the idea of "loaded words," or words that have an emotional impact and thus create a biased or opinionated statement. Have students exchange papers, circling loaded words that might influence a reader's opinion of the battle. *(Sample words:* glorious, greatest, smashed, pitiful, *and so on.)* L1/EL

Suggestions for rubrics may be found in the ***Quizzes, Tests, and Authentic Assessment (with Rubrics)*** booklet.

Using Geography Skills

Answers:

1. Salamis
2. The Persians were deep in enemy territory and far from supply bases.

Skills Practice

Ask: Which battle between the Greeks and Persians ended the war? *(Plataea)* Was it a land battle or sea battle? *(land battle)*

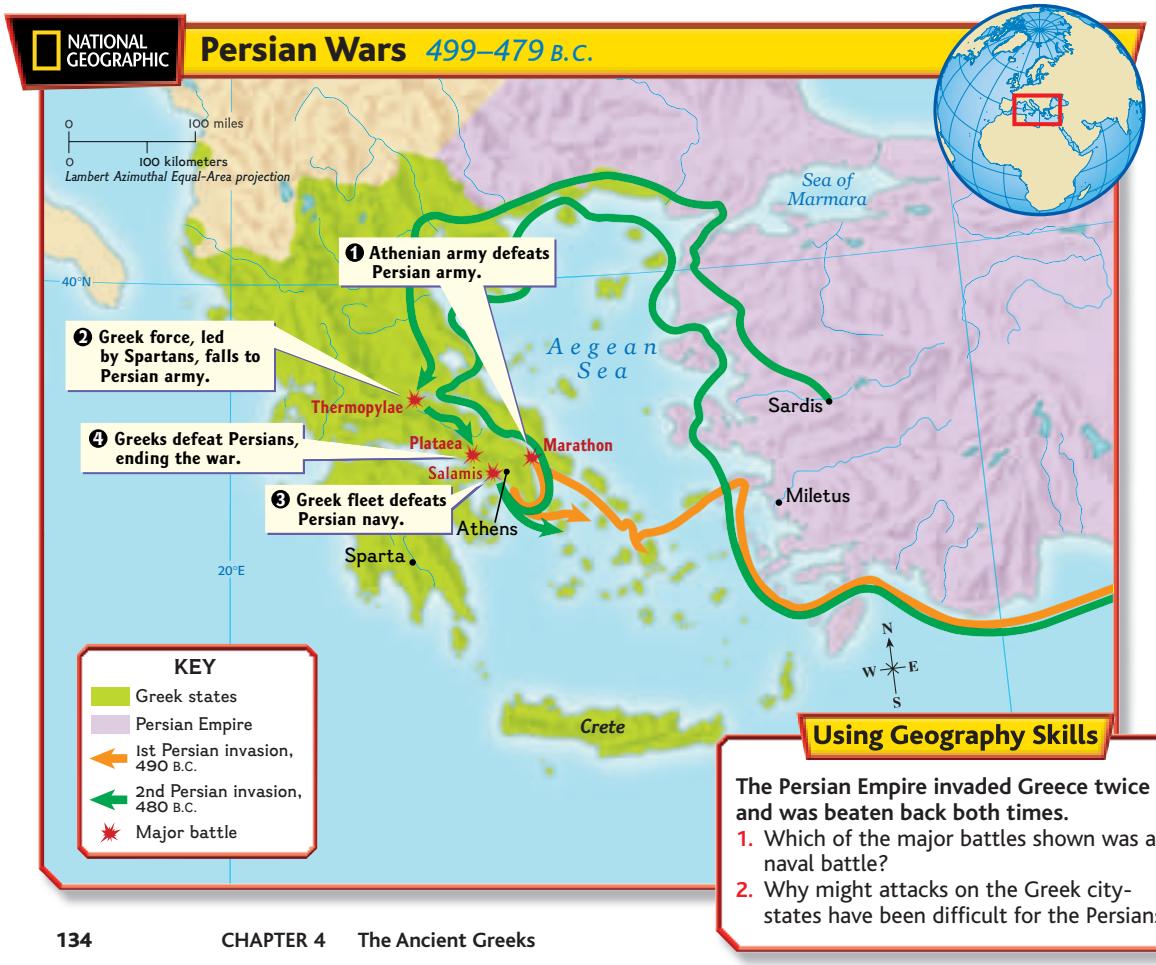
The Persian Wars

Main Idea **Both Sparta and Athens played roles in defeating the Persians.**

Reading Focus Have you and a rival ever set aside your differences to work for a common cause? This happened in ancient Greece when Sparta and Athens came together to fight the Persians. Read about the outcome.

As the Greeks set up colonies in the Mediterranean area, they often clashed with the Persians. By the mid-500s B.C., Persia already controlled the Greek cities in Asia Minor. In 499 B.C. the Athenian army helped the Greeks in Asia Minor rebel against their Persian rulers. The rebellion failed, but King Darius decided the mainland Greeks had to be stopped from interfering in the Persian Empire.

The Battle of Marathon In 490 B.C. a Persian fleet landed 20,000 soldiers on the plain of **Marathon** (MAR • uh • THAHN), only a short distance from Athens. For several days, the Persians waited there for the Athenians to advance. The Athenians, however, did not take the bait. They had only 10,000 soldiers compared to the Persians' 20,000. They knew that attacking was too dangerous. Instead they held back in the hills overlooking the plain.



Using Geography Skills

The Persian Empire invaded Greece twice and was beaten back both times.

1. Which of the major battles shown was a naval battle?
2. Why might attacks on the Greek city-states have been difficult for the Persians?

CRITICAL THINKING ACTIVITY

Predicting Tell students that predictions are based on trends or patterns over time. **Ask:** What patterns have you seen in the relations between Athens and Sparta? *(For much of their histories, they have been rivals.)* What predictions can you make about the partnership they formed during the Persian Wars? *(Answers will vary, but most students will predict a revival of tensions when the war ended.)* Instruct students to write down their predictions and check them when they read Section 4. L2

Tired of waiting, the Persian commander decided to sail south and attack Athens directly. He ordered his troops back onto the ships, and it was then that he made a big mistake. The first to board, he decided, would be the horsemen in the cavalry, the strongest part of the Persian army.

As soon as the cavalry was out of fighting range, the Greeks charged down from the hills and onto the plain of Marathon. They caught the Persian foot soldiers standing in the water, waiting their turn to board the ships. Unable to defend themselves, the Persians were easily defeated.

According to legend, the Athenians sent a messenger named Pheidippides (fy•DIHP•uh•DEEZ) home with the news. The runner raced nearly 25 miles (40.2 km) from Marathon to Athens. He collapsed from exhaustion and, with his last breath, announced, "Victory." Then he died. Modern marathon races are named for this famous run and are just over 26 miles long.

Another Persian Strike After Darius died in 486 B.C., his son **Xerxes** (ZUHRK•SEEZ) became the Persian king. Xerxes vowed revenge against the Athenians. In 480 B.C. he launched a new invasion of Greece, this time with about 180,000 troops and thousands of warships and supply vessels.

To defend themselves, the Greeks joined forces. Sparta sent the most soldiers, and their king, Leonidas (lee•AH•nuh•duhs), served as commander. Athens provided the navy. An Athenian general, **Themistocles** (thuh•MIHS•tuh•KLEEZ), came up with a plan to fight the Persians.

The Greeks knew that as the huge Persian army marched south, it depended on shipments of food brought in by boat. Themistocles argued that the Greeks' best strategy would be to attack the Persians' ships and cut off food supplies to the army.

Primary Source — Herodotus's History

▲ Herodotus reading to a crowd

The Greek historian Herodotus (hih•RAH•duh•tuhs) wrote *History of the Persian Wars*. This is thought to be the first real history in Western civilization. Herodotus described the conflict between the Greeks and Persians as one between freedom and dictatorship. Here he tells of Xerxes' address to Persian nobles:

"And truly I have pondered upon this, until at last I have found out a way whereby we may at once win glory, and likewise get possession of a land which is as large and as rich as our own . . . while at the same time we obtain satisfaction and revenge . . . My intent is to . . . march an army through Europe against Greece, that thereby I may obtain vengeance from the Athenians for the wrongs committed by them against the Persians and against my father."

—Herodotus, *The Persian Wars*, Book VII

DBQ Document-Based Question

What reasons besides revenge does Xerxes have for invading Greece?

Bettmann/CORBIS

Creating a Presentation Organize the class into small groups to prepare an oral and visual presentation on the Persian Wars for the other groups. Within each group, assign students specific topics, such as the impact of geography on the battles and the leaders involved. Visual presentations might include drawings of soldiers, weapons, battle formations, fortifications, and ships as well as time lines of events. L2

Primary Source

Herodotus traveled to Persia to collect stories about the wars. He read parts of his manuscript to eager crowds in Athens before it was "published," or copied onto papyrus scrolls by scribes. This speech stirred up pride in Athens, which was at the height of its power when he compiled this work.

Answer:
glory and winning a wealthy land

Reading Support L1/EL

Assign **Guided Reading Activity 4–3** to help students organize the information in the section.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Mathematics Students may have noticed the use of the metric system in the text in sentences such as this: "The runner raced nearly 25 miles (40.2 km) from Marathon to Athens." They also may have noticed a metric scale on maps. See if students have any prior knowledge of the metric system, which is used in much of the world today. Write this formula on the board: *miles* × *1.609* = *kilometers*. Then call out some easy distances in miles and have students practice converting miles to kilometers. L2

3 ASSESS

Assign Section 3 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 3 Quiz** to assess mastery of the material found in the section.

More About the Art

Greek warships—called triremes—had three levels of oarsmen on each side. Shipbuilders armed the boat with a bronze-and-wood ram that weighed hundreds of pounds. They could sink other ships by hitting them with their rams.

Caption Answer: Athens

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 4–3** to help students review section material.

To ready their fleet for battle, the Greeks needed to stall the Persian army before it reached Athens. The Greeks decided the best place to block the Persians was at **Thermopylae** (thuhr • MAH • puh • lee). Thermopylae was a narrow pass through the mountains that was easy to defend. About 7,000 Greek soldiers held off the Persians there for two days. The Spartans in the Greek army were especially brave. As one story has it, the Greeks heard that Persian arrows would darken the sky. A Spartan warrior responded, "That is good news. We will fight in the shade!"

Unfortunately for the Greeks, a traitor directed the Persians to a mountain path that led them around the Greeks. As the Persians mounted a rear attack, King Leonidas sent most of his troops to safety. He and several hundred others, however, stayed behind and fought to the death. The Greeks lost the battle at Thermopylae, but their valiant stand gave Athens enough time to assemble 200 ships.

The Greek fleet attacked the Persian fleet in the strait of **Salamis** (SA • luh • muhs), not far from Athens. A strait is a narrow strip of water between two pieces of land. The Greeks expected to have the upper hand in the battle because their ships could maneuver well in tight spaces. Greek ships were smaller, faster, and easier to steer than the big Persian ships, which became easy targets.

The Greek plan worked. After a ferocious battle, the Greeks destroyed almost the entire Persian fleet. Still, the Persian army marched on. When their troops reached Athens, the Greeks had already fled.

The Persians burned the city. This only stiffened the resolve of the Greek city-states.

Battle of Salamis

At the Battle of Salamis, smaller, faster Greek ships defeated the Persian fleet. ***Near what Greek city-state was the strait of Salamis located?***

EXTENDING THE CONTENT

Who Were the Scythians? The Persians used many different peoples to bolster their army. The Scythians lived in the grasslands north of the Black Sea and used hit-and-run tactics to keep the Persians from seizing their homeland. Darius so admired their skills with bows and arrows and their lightning strikes on horseback that he hired them to help invade Greece. Later kings used Scythian teachers to train Persian archers.

In early 479 B.C., they came together to form the largest Greek army ever assembled. With solid body armor, longer spears, and better training, the Greek army crushed the Persian army at **Plataea** (pluh•TEE•uh), northwest of Athens.

The battle was a turning point for the Greeks, convincing the Persians to retreat to Asia Minor. By working together, the Greek city-states had saved their homeland from invasion.

What Caused the Persian Empire to Fall?

When the Greeks defeated the Persian army, they helped to weaken it. The empire was already facing internal problems. As these problems worsened, the empire would gradually lose its strength.

Persia remained intact for almost 150 more years. However, after Darius and Xerxes, other Persian rulers raised taxes to gain more wealth. They spent the gold and silver that flowed into the treasuries on luxuries for the royal court.

The high taxes angered their subjects and caused many rebellions. At the same time, the Persian royal family fought over who was to be king. Many of the later Persian kings were killed by other family members who wanted the throne.

Persian kings had many wives and children. The sons had little, if any, power so they were constantly plotting to take over the throne. As a result of such plots, six of the nine rulers after Darius were murdered.

All of these problems made Persia vulnerable to attack. By the time a young Greek conqueror named Alexander invaded the empire in 334 B.C., the Persians were no match for his troops.

By 330 B.C., the last Persian king was dead and Alexander ruled over all his lands. You will learn more about Alexander the Great and his many achievements in Chapter 5.

Reading Check **Cause and Effect** What led to the Persian Wars?

Section 3 Review

History Online
Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Reading Summary

Review the Main Ideas

- The Persian Empire united its many lands under a single government.
- The Persian Empire attacked Greece several times. Despite their rivalry, Athens and Sparta joined forces to defeat the Persians.

What Did You Learn?

1. Why was Cyrus considered a fair ruler?
2. What was the Royal Road?

Critical Thinking

3. **Summarize** Draw a table like the one below. Then summarize what happened at each battle in the Persian Wars.

Battle	Action
Marathon	
Thermopylae	
Salamis	
Plataea	

4. **Persuasive Writing** Imagine you are an adviser to Xerxes and are alarmed about his plan for revenge on Greece. Compose a letter to him outlining reasons why he should cancel his invasion of Greece.
5. **Reading Making Connections** The Persians wanted revenge against the Greeks. Describe an event in your own life or on the news where revenge was involved. What was the outcome?

SECTION 3 REVIEW ANSWERS

1. He treated new subjects well.
2. a vast road that connected Persian cities
3. Marathon: Greeks overwhelmed Persians; Thermopylae: Greeks were betrayed, Persians won; Salamis: Greek ships defeated Persians in the strait; Plataea: Greeks crushed Persians
4. Answers will vary but should demonstrate that students understand how Greek city-states could be formidable opponents if allied.
5. Events will vary but should recognize that revenge usually has bad results. Encourage students to be honest but fair in their answers.

ENRICH

The Greek phalanx carried the day on the battlefield at Plataea. Hoplites attacked the much larger Persian force, refusing to break their tight lines. Ask students to name other factors that helped the Greeks defeat Persia. *(Possible answers: good tactics, powerful navy, citizen-soldiers, fighting on their own territory)* L2

Reading Check

Answer: Persian expansion, Greek rebellions, revenge of Persian defeats

History Online
To help students understand section material, have them visit **Homework Helper** at jat.glencoe.com

RETEACH

Ask students to review the main ideas in this section, recalling details and facts that support each one. L2

4 CLOSE

Ask students to speculate on reasons historians consider the Greek defeat of the Persians a turning point in history. *(It led to the rise of Athenian power and to a period of great philosophy.)* L2

1 FOCUS

SECTION OVERVIEW

This section explores how Athens blossomed under Pericles and the reasons Athens and Sparta went to war.

BELLRINGER
SKILLBUILDER ACTIVITY

Project **Daily Focus Skills Transparency 4–4** and have students answer questions. Discuss their responses.

Get Ready to Read!

Preteaching Vocabulary:
Democracy as the Greeks knew it was different from democracy in the United States. In Athens, the direct democracy meant that every citizen could vote on every issue, as opposed to having representatives vote for them.

Answers to Graphic: Citizens: 150,000; Foreigners: 35,000; Enslaved people: 100,000

GLENCOE BOOKLINK

Use **Glencoe BookLink** to create customized reading lists for your students' reading levels, interests, and abilities.

Section 4

The Age of Pericles

Get Ready to Read!

What's the Connection?

In Section 3, you learned how the Greeks defeated the Persians at Plataea. One lesson the Greeks drew from the war was that they needed each other for security. Athens and several other city-states soon banded together in a league for the common defense.

Focusing on the Main Ideas

- Under Pericles, Athens became very powerful and more democratic. *(page 139)*
- Athenian men and women had very different roles. *(page 142)*
- Sparta and Athens went to war for control of Greece. *(page 144)*

Locating Places

Delos (DEE • LAHS)

Meeting People

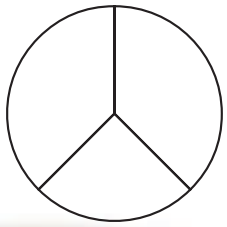
Pericles (PEHR • uh • KLEEZ)
Aspasia (as • PAY • zhuh)

Building Your Vocabulary

direct democracy (dih • MAH • kruh • see)
representative democracy (REH • prih • ZEHN • tuh • tihv)
philosopher (fuh • LAH • suh • fuhr)

Reading Strategy

Organizing Information Create a circle graph to show how many citizens, foreigners, and enslaved people lived in Athens in the 400s B.C.



NATIONAL GEOGRAPHIC

When & Where?

500 B.C. — 450 B.C. — 400 B.C.

- 478 B.C. Delian League forms
- 461 B.C. Pericles leads Athens
- 431 B.C. Peloponnesian War begins

SECTION RESOURCES

Reproducible Masters
- Reproducible Lesson Plan 4–4
- Daily Lecture and Discussion Notes 4–4
- Vocabulary Activity 4–4
- Active Reading Note-Taking Guide 4–4
- Guided Reading Activity 4–4
- Section Quiz 4–4
- Reading Essentials and Study Guide 4–4

Transparencies
- Daily Focus Skills Transparency 4–4

Multimedia
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- Vocabulary PuzzleMaker CD-ROM
- Glencoe BookLink CD-ROM

The Athenian Empire

Main Idea **Under Pericles, Athens became very powerful and more democratic.**

Reading Focus Do you vote in school elections? Why do you choose one classmate over another? Read to learn why Athenians kept electing Pericles.

As you read in Section 3, the Battle of Plataea in 479 B.C. put an end to the Persians' invasion of Greece. Although the Persians retreated, they still remained a threat. In 478 B.C. Athens joined with other city-states—but not Sparta—to form the Delian League.

The Delian League promised to defend its members against the Persians. It also worked to drive Persia out of Greek territories in Asia Minor. Eventually, the league freed almost all of the Greek cities under Persia's control.

At its start, the Delian League had headquarters on the island of **Delos** (DEE•LAHS). However, its chief officials—the treasurers in charge of its money and the commanders in charge of its fleet—were from Athens, as were most of the troops. Little by little, Athens gained control over the other city-states in the alliance. Soon the league was no longer a partnership to fight Persia but an Athenian empire.

In 454 B.C. the Athenians moved the Delian League's treasury from Delos to Athens. The Athenians also began sending troops to other Greek city-states, to help the common people rebel against the nobles in power.

Democracy in Athens

Athenians had a strong faith in their democratic system. We call their system **direct democracy** (dih•MAH•kruh•see). In a direct democracy, people gather at mass meetings to decide on government matters. Every citizen can vote firsthand on laws and policies.

▲ These ruins are of the agora—an ancient marketplace in Athens where the assembly met. *What type of democracy did Athens have?*

Can you imagine such a system in the United States? A mass meeting of our millions of citizens would be impossible! Instead, in the United States we have a **representative democracy** (REH•prih•ZEHN•tuh•tihv). Under this type of democracy, citizens choose a smaller group to make laws and governmental decisions on their behalf. This is a much more practical system when the population is large.

What made direct democracy workable in ancient Athens was the relatively small number of citizens. In the mid-400s B.C., about 43,000 male citizens over 18 years old made up the assembly. Usually fewer than 6,000 attended the meetings, which were held every 10 days. The assembly passed all laws, elected officials, and made decisions on war and foreign affairs. Ten officials known as generals carried out the assembly's laws and policies.

Steve Vidler/SuperStock

2 TEACH

Reading Strategy

Forming Questions Focus students' attention on the graphic organizer under **Get Ready to Read!** Assign students to write two questions that they might use to interview a member from each of the three groups shown: citizens, foreigners, and enslaved people. Instruct students to look for possible answers to these questions as they read. L1/EL

More About the Art

Public buildings, such as temples, law courts, and government buildings, lined the Athenian marketplace. The site was aptly called the *agora*, meaning "gathering place." Men came to conduct business and find out what was happening in the assembly.

Caption Answer: direct democracy

Daily Lecture and Discussion Notes 4–4

Use **Daily Lecture and Discussion Notes 4–4** for an outline of key concepts found in the section.

Reading Strategy READING THE TEXT

Understanding Pronouns Distribute copies of these personal and possessive pronouns to students.

First Person: I, me, my, mine, we, us, our, ours

Second Person: you, yours

Third Person: he, him, his, she, her, hers, it, its, their, theirs

As students read the section, they should copy down two sentences on each page that use personal or possessive pronouns. Have them rewrite the sentences using the name of the person(s), place(s), or thing(s) to which each pronoun refers. When students find the word *you*, they should use their own names. L1/EL

Reading Support L1/EL

Use **Vocabulary Activity 4–4** to help students learn important terms in the section.

Understanding Charts

The United States has a representative system based on federalism, or shared powers among national, state, and local governments. **Ask:** How is the approval of laws different in the United States than it was in Athens? *(In Athens, all citizens could vote on any law. In the U.S., elected officials vote on laws.)*

Answers:

1. by a majority vote in the assembly
2. American Democracy

Civics Most states require students to attend school until age 16. **Ask:** Why is attending school important in a democracy? *(because citizens learn skills to make informed decisions on issues)* **L1**

Reading Check

Answer: Direct democracy: all citizens vote on laws. Representative democracy: elected officials vote on laws.

Comparing Governments

	Athenian Democracy	American Democracy
Type of Democracy	Direct	Representative
Right to Vote	Only adult males born in Athens	All citizens, male and female age 18 or over
Laws	Proposed by the council and approved by a majority in the assembly	Approved by both houses of Congress and signed by the president
Citizen Involvement	Citizens with voting rights can vote for or against any law	Citizens with voting rights can vote for or against the officials who make the laws

Understanding Charts

The small number of citizens made a direct democracy possible in Athens.

1. In Athens, how was a law approved?
2. **Compare** Which government granted the right to vote to more of its population?

The Achievements of Pericles

Athenians reelected their favorite generals again and again. After the Persian Wars, the leading figure in Athenian politics was a general named **Pericles** (PEHR • uh • KLEEZ). This great statesman guided Athens for more than 30 years, from 461 B.C., when he was first elected, until 429 B.C., shortly before his death.

Pericles helped Athens dominate the Delian League. He treated the other city-states like subjects, demanding strict loyalty and steady payments from them. He even insisted that they use Athenian coins and measures.

At the same time, Pericles made Athens more democratic at home. He believed that people's talents were more important than their social standing. For this reason, Pericles included more Athenians than ever before in government. He allowed lower-class male citizens to run for public office, and he also paid officeholders. As a result, even poor citizens could, for the first time, be part of the inner circle running the government.

Culture also blossomed under the rule of Pericles. The Age of Pericles was a period of tremendous creativity and learning that peaked in the mid-400s B.C. The Persians had destroyed much of the city during the Persian Wars. So Pericles started a major rebuilding program. He had new temples and statues built across the city.

Pericles supported artists, architects, writers, and **philosophers** (fuh • LAH • suh • fuhrs). Philosophers are thinkers who ponder questions about life. In Chapter 5, you will read more about the Greeks' achievements and understand why Pericles called Athens "the school of Greece."

Reading Check **Identify** What is the difference between a direct democracy and a representative democracy?

DIFFERENTIATED INSTRUCTION

Kinesthetic: Have a group of students design a floor plan or cutaway drawing of a modern home to compare with the image of a Greek home in this section. Suggest using tracing paper to copy the three-dimensional outline of the Greek home, which they then can modify.

English Learners: Have students use a Venn diagram to compare a modern home with the Greek home.

Gifted and Talented: Have students study the graphic organizers and present oral summaries of how the two homes compare. Ask them to explain the benefits of each.

Refer to ***Inclusion Strategies for the Middle School Social Studies Classroom*** in the TCR.

Biography

PERICLES

c. 495–429 B.C.

Pericles was born just outside Athens, to a wealthy and powerful family. He received his education from philosophers. As a young man, he was known for his skill with words. Later, when he became a political leader, he strongly supported democracy.

Although he was from a wealthy family himself, he believed that citizenship should not be limited to the wealthy and powerful. He made changes to take power from the few and give it to the many. However, in describing Pericles' rule over Athens, Greek historian Thucydides wrote "In name democracy, but in fact the rule of one man."

The "Age of Pericles" was Athens's Golden Age, and the city blossomed under his leadership. Pericles wanted Athens to be a model for the world. He made it a centerpiece of art, philosophy, and democracy.

Pericles' goal was to make Athens a city that Greeks could be proud of. He hired hundreds of workers to construct public buildings in Athens. The most well known is the Parthenon. Based on the value of money today, it cost about $3 billion to build. Workers hauled 20,000 tons of marble from a nearby mountain and spent almost 15 years completing it.

Pericles was a private person. He avoided being in public as much as possible. He spent most of his time alone, with family, or with close friends. He married and had three sons. In 429 B.C. Pericles died from the plague.

Pericles ▶

"Athens . . . is the school of Greece."
—*Pericles*, as recorded by Thucydides

▲ The Parthenon sits at the top of the Acropolis.

Then and Now

Consider what Thucydides wrote about Pericles' rule in Athens. Do research to find out how the U.S. Constitution ensures that our government is not dominated by one leader.

(t)Scala/Art Resource, NY, (b)Vanni Archive/CORBIS

Reading List Generator CD-ROM

BOOKLINK

RECOMMENDED READING

Use the **Glencoe BookLink CD-ROM** to create customized reading lists based on your students' interests and reading levels. Below is an example based on content in this chapter. Also, see the Suggested Readings on pages 944–946 of the Appendix.

- **Coolidge, Olivia.** *Men of Athens.* The Golden Age of Athens. The poets, sculptors, architects, historians, and storytellers of Athens's Golden Age.
- **Pearson, Anne.** *What Do We Know About the Greeks?* Answers questions such as: What did the Greeks wear? Were the Greeks scientists? What was life like in the Greek army?
- **Wroble, Lisa.** *Kids in Ancient Greece.* The story about a boy who lived in ancient Athens.

Biography

TEACH

Pericles' influence over Athenian politics lasted for more than 30 years. As a statesman, he was responsible for some of the greatest achievements in Athens, including beautifying the city and establishing relative peace in the region. Although he dominated rule in Athens, he did work to increase people's involvement in politics.

Ask students what it takes to be involved in politics in the United States today. Can anyone do it? *(Anyone who wants to and meets the proper citizenship qualifications [age/residency] can run for political office.)* L1/EL

Then and Now

The U.S. Constitution provides for separation of powers into judicial, legislative, and executive branches. The legislative branch passes laws, the executive branch enforces laws, and the judicial branch interprets laws.

Writing Activity

Have students clip, copy, or download from the Internet some classified ads from their local newspaper advertising homes for sale. Assign students either individually or in small groups to write similar ads listing the Greek home shown in the text. Tell them to omit a price, explaining that it will be negotiated at the time of sale. *(Sample opening line: Beautiful home within sight of the Acropolis for sale.)* L2

Suggestions for rubrics may be found in the ***Quizzes, Tests, and Authentic Assessment (with Rubrics)*** booklet.

More About the Art

The warm Mediterranean climate allowed Greeks to spend a lot of time in the courtyard. Compared to homes today, Greek homes had little furniture, except in the dining room where men held dinner parties. Typical meals might include bread dipped in wine, goat cheese, fruit, olives, and perhaps fish.

Caption Answer: altar to favorite family god in the courtyard

Daily Life in Athens

Main Idea **Athenian men and women had very different roles.**

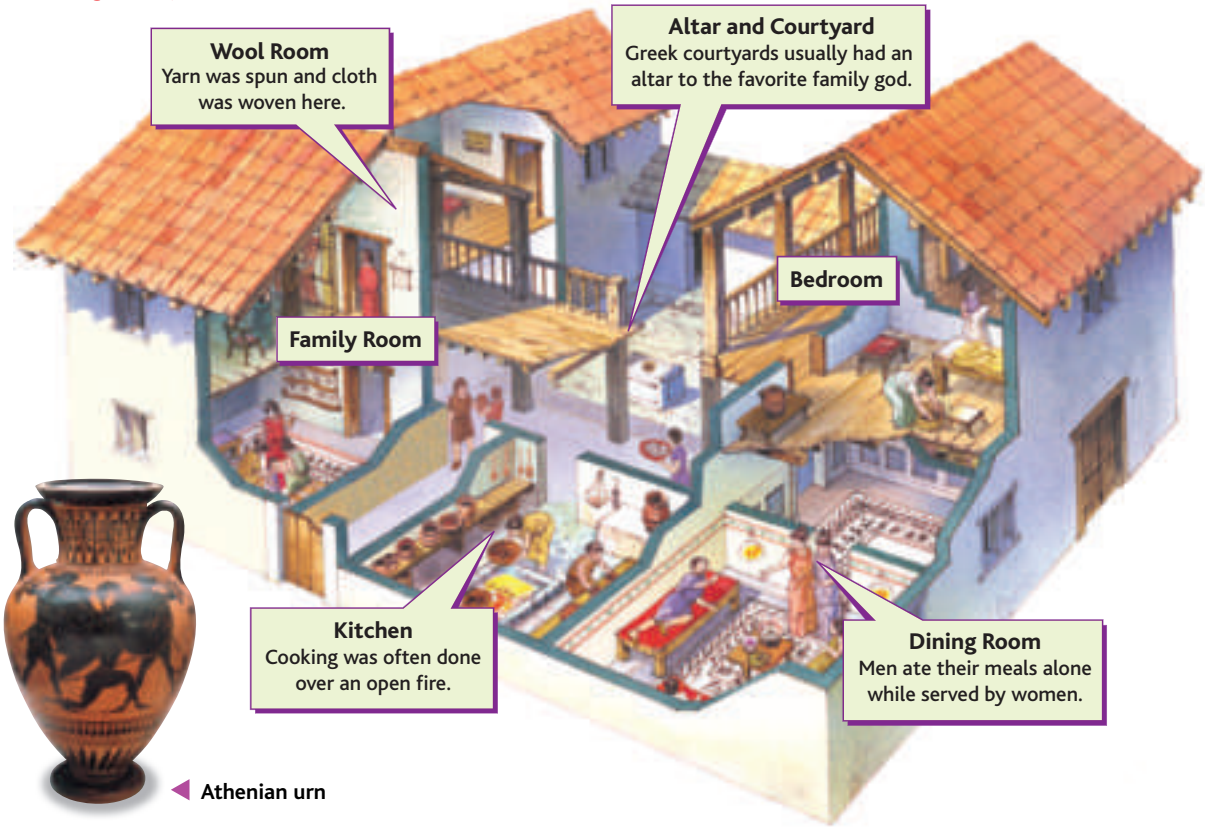
Reading Focus School may be difficult at times, but how would you feel if you could not go to school? Read on to learn about the limits placed on some Athenians.

In the 400s B.C., more people lived in Athens than in any other Greek city-state. Athens had about 285,000 residents in all. Some 150,000 were citizens, although only 43,000 of these were men with political rights. Foreigners in Athens numbered about 35,000. The population also included about 100,000 enslaved people.

Slavery was common in the ancient world. There was at least one enslaved person in most Athenian homes, and wealthy Athenian households often had many. Some worked as household servants—cooks, maids, or tutors. Others toiled in the fields, in industry, and in artisans' shops. Without their labor, Athens could not have supported its bustling economy.

Athenian Homes

Many wealthy Athenians had large homes made of mud bricks and tiled roofs. They had many small windows to let light and air in the house. ***Where are religious influences seen in the house?***



Athenian urn

Smithsonian Institution

CRITICAL THINKING ACTIVITY

Forming Generalizations Remind students that a generalization is a statement that links together or summarizes certain facts. To a form a generalization about Athenian democracy, have students brainstorm a list of facts about it. Record statements, and ask students to identify and eliminate any opinions. Then have them form valid generalizations about the topic. *(Answers will vary, but generalizations should account for all the facts without making claims not supported by them.)* L3

What Drove the Athenian Economy?

Many Athenians depended on farming for a living. Herders raised sheep and goats for wool, milk, and cheese. Some farmers grew grains, vegetables, and fruit for local use. Others grew grapes and olives to make wine and olive oil to sell abroad.

Athens did not have enough farmland to grow crops for all its people. As a result, the city had to import grain from other places. During the 400s B.C., Athens became the trading center of the Greek world. Merchants and artisans grew wealthy by making and selling pottery, jewelry, leather goods, and other products.

Roles of Men and Women Athenian men usually worked in the morning and then exercised or attended meetings of the assembly. In the evenings, upper-class men enjoyed all-male gatherings where they drank, dined, and discussed politics and philosophy.

For Athenian women, life revolved around home and family. Girls married early—at 14 or 15—and were expected to have children and take care of household duties. Poor women might also work with their husbands in the fields or sell goods in the agora. Respectable upper-class women, however, stayed at home. They supervised the household servants and worked wool into cloth—spinning, dyeing, and weaving it. They rarely went out, except to funerals or festivals. Even then, they could leave the house only if a male relative went with them.

Although Athenian women could not attend school, many learned to read and to play music. Still, even educated women were not considered the equals of men. They had no political rights and could not own property. Fathers took charge of unmarried daughters. Husbands looked after their wives. Sons or other male relatives looked after widows.

NATIONAL GEOGRAPHIC

The Way It Was

Focus on Everyday Life

Women's Duties In ancient Athens, a woman's place was in the home. Her two main responsibilities were caring for the household and raising children. The Greek writer Xenophon (ZEH•nuh•fuhn) recorded a man's explanation of women's duties.

"Thus your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors . . . and take care that the sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those that want them. You must see too that the dry corn is in good condition for making food."

—Xenophon, *Memorabilia and Oeconomicus*

The second floor of each home was the women's quarters. An Athenian woman lived there with her children. She was expected to keep her children well and happy. She encouraged them to learn sports and play with toys, and taught them how to interact with friends and family members. Although boys left home at age seven to attend school, girls stayed with their mothers, learning how to care for a house and children.

▲ Greek woman and servant

Connecting to the Past

1. Why do you think women and children lived on the second floor of the home?
2. Over what areas of life did an Athenian woman have authority?

Nimatallah/Art Resource, NY

CONNECTING ACROSS TIME

Have students discuss the differences between the rights of women in ancient Athens and the rights of women in the United States today. **Ask:** **What rights do you have here in the classroom?** *(Possible answers: Girls are permitted to go to school. Boys and girls are allowed to wear similar clothing.)* L2

TIME TRAVELER

An Athenian woman's childhood ended when she married. The day before the wedding, she took her toys to the Temple of Artemis (goddess of the hunt, protector of women in childbirth). After the wedding, her husband carried the bride across the threshold—a custom sometimes still practiced today.

NATIONAL GEOGRAPHIC The Way It Was

Answers:

1. Possible answer: to keep them separate from men
2. caring for the household, raising children

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Language Arts Tell students that *poetry* originally meant "words set to music." The lyre, an instrument played by women, gave us the word *lyric*. A feisty woman poet named Korinna won Athens's most important poetry competition five times. Assign students to write a poem or song about Athens in the 400s B.C. Encourage them to read or perform their lyrics aloud. L1/EL

Refer to the ***Quizzes, Tests, and Authentic Assessment (with Rubrics)*** booklet for rubrics.

Reading Check

Answer: Men worked and exercised, and some went to all-male gatherings and socialized. Most women read, played music, wove cloth, and took care of children and the home.

Reading Support L1/EL

Assign **Guided Reading Activity 4–4** to help students organize the information in the section.

Using Geography Skills

Answers:

1. 429 B.C.; Athens's territory
2. Corinth and Thebes; helped Sparta surround Athens and provided soldiers to fight in the war

A few women did move more freely in public life. **Aspasia** (as • PAY • zhuh) is perhaps the most famous example. Aspasia was not a native Athenian. This gave her special status. She was well-educated and taught public speaking to many Athenians. Her writings have not survived, but Plato, the famous Greek philosopher, said her work helped shape his ideas. Pericles often consulted Aspasia, as did many other Athenian leaders. In this way, she became influential in politics even though she was not allowed to vote or hold office.

Reading Check **Describe** How did Athenian men and women spend their time?

The Peloponnesian War

Main Idea **Sparta and Athens went to war for control of Greece.**

Reading Focus Have you ever tried to get people to work together and been frustrated when they will not cooperate? Read to find out how the Greek city-states' refusal to cooperate nearly led to their destruction.

As the Athenian empire became rich and powerful, other city-states grew suspicious of its aims. Led by Sparta, they joined forces against Athens. Sparta and Athens had built two very different kinds of societies, and neither state understood or trusted the other. The two groups clashed several times over

Gianni Dagli Orti/CORBIS

EXTENDING THE CONTENT

Who Was Lysimache? Lysimache, the high priestess of Athena, held her office longer than Pericles—almost 65 years. She performed many religious and public duties, including offering advice from the goddess. She may have served as the model for the antiwar comedy *Lysistrata*, written by Aristophanes during the Peloponnesian War. In the play, the married women of Athens threaten to go on strike unless their husbands end the fighting with Sparta.

what Sparta and its allies saw as Athenian aggression. Finally, war broke out in 431 B.C. It would drag on until 404 B.C. and shatter any possibility of future cooperation among the Greeks. Historians call this conflict the Peloponnesian War because Sparta was located in the Peloponnesus.

Pericles' Funeral Oration In the first winter of the war, the Athenians held a public funeral. Its purpose was to honor those who had died in battle. The relatives of the dead wept for their loved ones. The rest of the citizens joined in a procession.

As was the custom, a leading Athenian addressed the crowd. On this day, Pericles spoke. He talked about the greatness of Athens and reminded the people that they made their government strong.

In this famous speech, called the Funeral Oration, Pericles pointed out that Athenians were part of a community. As citizens, they agreed to obey the rules in their constitution—their framework of government. They accepted certain duties, such as paying taxes and defending the city. They also gained certain rights, such as the ability to vote and run for office.

Pericles' speech reminded Athenians of the power of democracy and gave them the courage to keep fighting. Its ideas are still important for people living in democratic nations today.

Why Was Athens Defeated? At the beginning of the Peloponnesian War, both Sparta and Athens thought they knew how to win. The Spartans and their allies surrounded Athens. They hoped that the Athenians would send out an army to fight. However, Pericles knew that Spartan forces could beat the Athenians in open battles. Believing his people would be safe behind the city walls, he urged farmers and others on the outskirts to move inside the city. There Athenians stayed put and had the navy deliver supplies from their colonies and allies. Because Sparta did not have a navy, it could not attack the Athenian ships.

Athens escaped serious harm for some time. Then, in the second year of the war, a deadly disease spread through the overcrowded city. It killed more than a third of the people, including Pericles himself in 429 B.C. Despite these terrible losses, the

Primary Source
Pericles' Funeral Oration

Pericles was a dominant figure in Athenian politics between 461 B.C. and 429 B.C., a period historians call the Age of Pericles. In his Funeral Oration, given during the Peloponnesian War, Pericles described democracy, the importance of the individual, and citizenship.

▲ Pericles

"Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one . . . is kept [out of government] because of poverty. And, just as our political life is free and open, so is our day-to-day life in our relations with each other."

—Pericles, as recorded by Thucydides, *History of the Peloponnesian War*

DBQ Document-Based Question

When Pericles said "everyone is equal before the law," what did he mean?

Scala/Art Resource, NY

Primary Source

Thucydides, who recorded this speech, served as a general early in the war, but later was banished for 20 years for losing a battle. He explained in his history how he composed the speeches: "I have therefore put into the mouth of each speaker the sentiments . . . as I thought he would be likely to express them."

Answer:
People are chosen for duty based not on class but on ability.

3 ASSESS

Assign Section 4 Review as homework or as an in-class activity.

Have students use the **Interactive Tutor Self-Assessment CD-ROM** to review the section.

Assessment L2

Assign **Section 4 Quiz** to assess mastery of the material found in the section.

COOPERATIVE LEARNING ACTIVITY

Oral Presentations Organize the class into five groups, and assign each group one of the sentences in Pericles' Funeral Oration. The second sentence, which is very long, should go to a group with verbally gifted readers (or you might divide the sentence). Tell groups to translate the sentences into everyday English, using a dictionary if necessary. Then have one person from each group perform a dramatic reading of the translation. Request volunteers to describe their feelings as they hear the speech. L1/EL

Refer to the ***Quizzes, Tests, and Authentic Assessment (with Rubrics)*** booklet for rubrics.

Reading Support L1/EL

Assign **Reading Essentials and Study Guide 4–4** to help students review section material.

ENRICH

Have students compare the Preamble to the Declaration of Independence to Pericles' Funeral Oration. L2

Reading Check

Answer: weakened all of Greece and made it open to conquest

History Online

To help students understand section material, have them visit Homework Helper at jat.glencoe.com

RETEACH

Tell students that an *epitaph* is an inscription written on a tombstone or burial place. Ask them to write an epitaph summarizing Pericles' life. L1/EL

4 CLOSE

Ask students to summarize relations between Sparta and Athens. L2

Athenians fought on. The standoff continued for another 25 years.

The historian Thucydides recorded what he saw:

> **"This, then, was the calamity which fell upon Athens, and the times were hard indeed, with men dying inside the city and the land outside being laid waste."**
>
> —Thucydides,
> *History of the Peloponnesian War*

Finally, desperate to win, the Spartans made a deal with the Persian Empire. In exchange for enough money to build a navy, they gave the Persians some Greek territory in Asia Minor.

In 405 B.C. Sparta's new navy destroyed the Athenian fleet. The next year, after losing more battles on land, Athens surrendered. The Spartans and their allies then tore down the city walls and broke up the Athenian empire. The war was over at last.

The Peloponnesian War weakened all of the major Greek city-states, both the winners and the losers. Many people died in the fighting, and many farms were destroyed. Thousands of people were left without jobs. The war also made it impossible for the Greeks to unite and work together again.

After defeating Athens, Sparta tried to rule all of Greece. Within 30 years, however, the city-states rebelled, and a new war began. While they were fighting amongst themselves, the Greeks failed to notice that to their north, the kingdom of Macedonia was growing in power. This would eventually cost them their freedom.

Reading Check **Cause and Effect** What effects did the Peloponnesian War have on Greece?

History Online

Homework Helper Need help with the material in this section? Visit jat.glencoe.com

Section 4 Review

Reading Summary

Review the Main Ideas

- Democracy and culture in Athens flourished under the leadership of Pericles.
- Athenian men worked as farmers, artisans, and merchants, while most women stayed secluded at home.
- Athens and Sparta fought each other in the Peloponnesian War. The fighting led to the defeat of Athens and the weakening of all the Greek states.

What Did You Learn?

1. What caused the Peloponnesian War?
2. According to Pericles, what duties did Athenian citizens have?

Critical Thinking

3. **Summarize** Use a chart like the one below to summarize what Athens was like in the Age of Pericles.

Government	
Economy	
Culture	
Wars	

4. **Analyze** What caused the lack of trust between Sparta and Athens?
5. **Interpreting Visuals** Examine the drawing of the Athenian home on page 142. What does it show about the role of women in Athens?
6. **Civics Link** How did the direct democracy of Athens differ from the democracy we have in the United States?
7. **Expository Writing** Describe the role of the Delian League in the creation of the Athenian empire.

SECTION 4 REVIEW ANSWERS

1. expansion of Athenian power, Spartan jealousy
2. obey rules, pay taxes, defend the city
3. Government: democracy; Economy: farming and trade; Culture: great creativity, major rebuilding program; Wars: Peloponnesian War, Athens defeated
4. lack of understanding of their differing societies, perceived Athenian aggression
5. Women performed most domestic chores and did not eat with men.
6. Answers should reflect information from the text.
7. Athens gradually took over the Delian League and replaced it with its empire.

Chapter 4 Reading Review

Section 1 The Early Greeks

Vocabulary
peninsula
colony
polis
agora

Focusing on the Main Ideas
- The geography of Greece influenced where people settled and what they did. *(page 117)*
- The Minoans earned their living by building ships and trading. *(page 118)*
- Mycenaeans built the first Greek kingdoms and spread their power across the Mediterranean region. *(page 119)*
- Colonies and trade spread Greek culture and spurred industry. *(page 121)*
- The idea of citizenship developed in Greek city-states. *(page 122)*

▲ Minoan calendar

Section 2 Sparta and Athens

Vocabulary
tyrant
oligarchy
democracy
helot

Focusing on the Main Ideas
- Tyrants were able to seize power from the nobles with the support of Greek farmers, merchants, and artisans. *(page 125)*
- The Spartans focused on military skills to control the people they conquered. *(page 126)*
- Unlike Spartans, Athenians were more interested in building a democracy than building a military force. *(page 128)*

Section 3 Persia Attacks the Greeks

Vocabulary
satrapies
satrap
Zoroastrianism

Focusing on the Main Ideas
- The Persian Empire united a wide area under a single government. *(page 132)*
- Both Sparta and Athens played roles in defeating the Persians. *(page 134)*

Section 4 The Age of Pericles

Vocabulary
direct democracy
representative democracy
philosopher

Focusing on the Main Ideas
- Under Pericles, Athens became very powerful and more democratic. *(page 139)*
- Athenian men and women had very different roles. *(page 142)*
- Sparta and Athens went to war for control of Greece. *(page 144)*

Nimatallah/Art Resource, NY

Reading Strategy READ TO WRITE

Organizing Main Ideas Have students design a chart organizing main ideas about the governments created by each of the following: Minoans, Mycenaeans, Greek city-states under the tyrants, Sparta, Athens, and the Persian Empire. Each main idea should be expressed in sentence form. Use the following rubric for assessment:

- **L1** students should have at least one main idea for each group.
- **L2** students should include several main ideas and exhibit sentences that are different from those found in the text.
- **L3** students should be able to offer valid verbal generalizations based upon information in their charts.

Chapter 4 Review

Preview/Review

Vocabulary Activity Have students determine under which of these heads each term belongs: Government, Geography, Culture, Society.

Vocabulary PuzzleMaker CD-ROM

Interactive Tutor Self-Assessment CD-ROM

Condense

Chapter 4 **Guided Reading Activities**

StudentWorks Plus™ CD-ROM (with Audio Program)

Reteach

Differentiated Instruction Activity 4

Chapter 4 *Reading Essentials and Study Guide*

Chapter Culminating Activity

Have students finish the Chapter Culminating Activity from page 112D.

Suggestions for rubrics may be found in the *Quizzes, Tests, and Authentic Assessment (with Rubrics)* booklet.

GLENCOE TECHNOLOGY

MindJogger Videoquiz

Use the **MindJogger Videoquiz** to review Chapter 4 content.

Available in DVD and VHS

Review Vocabulary

1. e
3. d
2. f
4. a

Sentences should include accurate definitions and use correct grammar.

Review Main Ideas

5. The rocky mountains caused people to settle near the seacoasts and become fishers, sailors, and traders.
6. promoted trade, industry, and specialized goods
7. They had the support of the common people, many of whom were hoplites.
8. Sparta emphasized the military and strict living, while Athens focused on democracy and culture.
9. divisions called satrapies with rulers responsible to him
10. They feared Persian conquest of Greece.
11. Pericles involved more people in government and paid officeholders so poorer citizens could serve.
12. Athens declined. Greece grew weaker, opening it to conquest.

Critical Thinking

13. The Greek peninsula gave the Greeks easy access to sea routes all over the Mediterranean.
14. Yes; all citizens voted and could take part in lawmaking. No; females, foreigners, and enslaved people were excluded.
15. Possible answers include that it depends on the rulers. A tyrant might be fair and well-liked or harsh and disliked. An oligarchy involves more people in government, but rivalries might weaken it. Oligarchs might be more willing to let people suffer.

Chapter 4 Assessment and Activities

Review Vocabulary

Write the vocabulary word that completes each sentence. Write a sentence for each word not used.

a. satrap
b. agora
c. democracy
d. direct democracy
e. oligarchy
f. peninsula

1. In a(n) ___, a few wealthy people hold power.
2. The Greek mainland is a(n) ___, a body of land with water on three sides.
3. In a(n) ___, people at mass meetings make decisions for the government.
4. A(n) ___ acted as tax collector, judge, chief of police, and army recruiter.

Review Main Ideas

Section 1 • The Early Greeks

5. How did the geography of Greece influence where people settled and how they made a living?
6. How did the Greek colonies help industry to grow?

Section 2 • Sparta and Athens

7. Why were tyrants able to seize control from Greek nobles?
8. Describe the differences between Athens and Sparta.

Section 3 • Persia Attacks the Greeks

9. What system did Darius use to unite his large empire under one government?
10. Why did Sparta and Athens unite during the Persian Wars?

Section 4 • The Age of Pericles

11. How was democracy expanded during the Age of Pericles?
12. What was the result of the Peloponnesian War?

Critical Thinking

13. **Cause and Effect** How did the geography of Greece help to encourage trade?
14. **Conclude** Did the people of ancient Athens have a full democracy? Explain.
15. **Explain** Do you think people would enjoy more freedom in an oligarchy or a tyranny? Explain.

Review Reading Skill **Making Connections**

Use What You Know

16. Which of these experiences would help you to better understand the meaning of *democracy*?

___ a. running for class president
___ b. trading CDs with your friend
___ c. picking up litter in your neighborhood
___ d. checking out a book at a library

17. The lives of Athenian girls were very different than the lives of girls today. Write a paragraph that explains the differences. As examples, use your own experiences or the experiences of someone you know.

To review this skill, see pages 114–115.

Reading Skill

16. a. a democracy is a political system; b–d are not good choices because these activities are not necessary to democracy
17. Paragraphs should show things that girls do today that they were not permitted to do in ancient Athens.

Geography Skills

Study the map below and answer the following questions.

18. **Place** What sea lies along the west coast of Greece?
19. **Location** Where was Knossos?
20. **Movement** If you traveled from Athens to Troy, in what direction would you be going?

Read to Write

21. **Paraphrasing** Select a quotation or primary source from one of the sections in this chapter. Reread it and then paraphrase what you have read. Remember that when you paraphrase, you restate in your own words all of the words in the passage, not just the main ideas.
22. **Descriptive Writing** Work in a small group to create a script for a play about an Athenian citizen who visits Sparta for the first time. Perform your play for the class.
23. **Using Your FOLDABLES** Use the information from your completed chapter opener foldables to create a brief study guide for the chapter. Your study guide should include at least five questions for each section. Questions should focus on the main ideas. Exchange your study guide with a partner and answer each of the questions.

History Online
Self-Check Quiz To help you prepare for the Chapter Test, visit jat.glencoe.com

Linking Past and Present

24. **Making Comparisons** Choose a person mentioned in Chapter 4. Write a description of someone in the news today who has similar ideas or has acted in similar ways. Give examples of their similarities.

Building Citizenship Skills

25. **Analyze** Democracy is not easy to achieve or maintain. Make a chart like the one below to identify things that challenged or threatened democracy in Athens.

Democratic Idea	Challenges

Primary Source Analyze

Study the following quote, then answer the questions that follow.

"Our constitution does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Its administration favours the many instead of the few; this is why it is called a democracy. . . . The freedom which we enjoy in our government extends also to our ordinary life. . . . Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round."

—Pericles, as recorded by Thucydides, *The Peloponnesian War*

DBQ Document-Based Questions

26. According to Pericles, why is Athens considered a democracy?
27. What does Pericles mean when he says, "we provide plenty of means for the mind to refresh itself from business"?

CHAPTER 4 ASSESSMENT AND ACTIVITIES

History Online
Have students visit the Web site at jat.glencoe.com to review Chapter 4 and take the Self-Check Quiz.

Linking Past and Present

24. Students' comparisons should show informed knowledge of both people, with pertinent examples to support each similarity.

Building Citizenship Skills

25. Possible answers: Idea—all citizens vote; Challenge—limited idea of citizenship. Idea—good leaders run city; Challenge—lottery system to elect leaders. Idea—a rich, democratic Athens; Challenge—jealousy of other city-states leads to war.

Primary Source

26. Its administration favors the many instead of the few.
27. Athens had games and sacrifices to entertain people.

Bonus Question

Ask: If a candidate similar to Pericles ran for president of the United States, would you vote for him? *(Students should list qualifications or experiences that they would back or reject in such a candidate.)*

Geography Skills

18. the Ionian Sea
19. the island of Crete
20. northeast

Read to Write

21. Paraphrased paragraphs should be in students' words and completely restate the original sources.
22. Students' plays should demonstrate an understanding of both Athenian and Spartan culture.
23. FOLDABLES Students' study guides should include relevant questions related to main ideas and concepts in each section.